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ABSTRACT

The first section of this monograph contains a report on a research study that investigated the induction of beginning teachers in Queensland, Australia. The first phase of the study collected the opinions of educational associations and organizations with respect to the responsibility of the profession for the induction of beginning teachers. In the second phase, beginning primary teachers' perceptions were sought on their preservice preparation and their induction into the teaching profession. Finally, desirable qualities of beginning primary teachers as perceived by experienced educators were identified. In the second section of this report, the proceedings of a conference organized to consider the implications of the study findings are reported. At the conference, viewpoints of college personnel, school inspectors, principals, experienced teachers, and beginning teachers were presented on the findings of the study. Opinions based on personal experiences were also expressed. Recommendations arising out of the induction conference were that: (1) The major responsibility for planning and implementing induction for beginning teachers should be at the school level; and (2) The programs should be carefully conceived as a support system, and related as closely as possible to the training obtained in preservice education. Conclusions on policy, preservice preparation, initial placement, school climate, and future research are outlined. (JD)

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THE INDUCTION OF BEGINNING PRIMARY TEACHERS

Teacher Education Review Committee,
Board of Teacher Education, Queensland.

P.O. Box 389,
TOOWONG. Q. 4066.

February, 1981

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PREFACE

It is generally acknowledged that students who have completed a course of teacher preparation go through a period of transition in a school before they become fully-fledged members of the teaching profession. There has, more recently, been a growing awareness of the desirability of planning systematic induction programs to help new teachers through this difficult transition stage of their careers. Indeed, the Bassett Report (1978 Review: Teacher Education in Queensland) recommended that induction programs be implemented in all schools in which there are first year teachers. This growing concern for induction gave birth to a number of research studies on this topic, the most widely publicised being the national study sponsored by ERDC (Tisher, Fyfield and Taylor, 1978).

Recognising the importance of the induction period in a teacher's professional development, the Board of Teacher Education, as part of its function of keeping teacher education under review, decided to undertake a research project concerned with the induction of primary teachers in Queensland. The project was carried out under the guidance of the Board's Teacher Education Review Committee.

The first section of this report presents the results of the Board's research.

In the second section, the proceedings of a conference organised to consider the implications of these findings are reported.

The Board of Teacher Education acknowledges the assistance given by many people in the production of this report. In particular, the following deserve special mention:

- Those individuals and organisations who completed questionnaires used in the research study.
- Conference participants, and especially the panel members and speakers, for contributing to the quality of discussion at the conference, as evidenced by the recommendations.
- Bill Young, the conference speaker, whose enthusiasm and effort contributed greatly to the success of the conference.
- Planning Branch, Queensland Department of Education, and the Catholic Education Office for supplying information which allowed samples to be drawn.
- Jackie Sorensen, Board of Teacher Education, who not only typed and re-typed this report, but also typed the questionnaires used in the various phases of the research project.

The Board would also like to thank the Victorian Secondary Teachers Association for its permission to use the cartoon on page 79.

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SECTION 1

RESEARCH REPORT

INTRODUCTION

The first section of this report presents the results of the Board's research project on induction, together with a review of some recent literature on beginning teachers.

The research study was conducted in three phases.

The first phase involved collecting the opinions of educational associations and organisations in Queensland with respect to the responsibility of the profession for the induction of beginning teachers. It was envisaged that the first phase of the project would yield useful results on the current level of concern of professional educational associations with respect to induction. It was also hoped that the survey would act as a stimulus in promoting discussion among and within educational groups in Queensland on the topic of induction. Data collection for this phase of the project was conducted in the first six months of 1979.

The second phase of the study examined beginning primary teachers' perceptions of their pre-service preparation and their induction into the teaching profession. These data were gathered by means of a mailed questionnaire which was sent to approximately one-quarter of the students graduating from a Diploma of Teaching course in Queensland in 1978. Data collection was undertaken in 1979.

The aim of the third phase of the project was to identify the desirable qualities of beginning primary teachers as perceived by five important groups of educators. These were staff of teacher education institutions, inspectors of schools, principals, experienced teachers and beginning teachers. The list of qualities was developed from the open-ended responses from a small sample of each of these groups. After consolidating the list of desirable qualities, a larger sample of each group was contacted and asked to rate each characteristic for its importance to being a successful beginning primary teacher. The third phase of the project was conducted during 1980.

The research report presented in Section 1 was originally used as a basis for discussion at the Board's conference on induction, held in October 1980. Interpretations of the results have therefore been kept to a minimum. It was intended that more detailed interpretations and the implications of the results would be drawn out at the conference. The conference proceedings form Section 2 of the report.

PHASE I

TEACHERS AND EDUCATION CENTRES AND PROFESSIONAL ASSOCIATIONS

In the first phase of the project, information was requested from relevant professional educational associations concerning their -

- understanding of the term induction;
- view of their responsibility, if any, in this area;
- existing policy statement on induction or the consensus of members' opinions on this matter.

The aim of this request was twofold:

- (i) to stimulate discussion amongst professional associations concerning the induction of beginning teachers into the profession;
- (ii) to ascertain whether or not induction was considered as an important issue by professional associations.

METHOD

A short open-ended questionnaire was constructed and mailed in March 1979 with an accompanying letter to all identified teacher centres and education centres and professional educational associations in Queensland (Total N = 146) (1). With one follow-up letter, the final number of responses was 79 (N = 79).

The sample was divided into five major groups, the Distribution being as in Table 1.1.

Table 1.1 Organisations contacted and responding to Phase I Questionnaire

Type of Organisation	Number contacted	Number responding	Response rate
A. Teacher and Education Centres	30	18	60%
B. School Administrators Associations	26	19	73%
C. Subject Associations	59	26	44%
D. Associations serving the interests of teachers in specific areas	25	11	44%
E. Other Educational Bodies	6	5	83%
TOTAL	146	79	54%

The method of analysing each questionnaire was to rewrite responses to each question on to cards. Each card contained one discrete concept or statement. For each question, cards were then sorted into categories. At the conclusion of sorting, the number of cards in each category was counted in order to ascertain the frequency of each response. No attempt was made to weight the responses from different organisations according to the size of their membership. Each teacher and education centre and professional association was treated as one unit.

(1) The source for the list of teacher centres and education centres was Information Statements 22 and 23, Information and Publications Branch, Department of Education, Queensland.

SUMMARY OF RESULTS

1. What is your centre's/association's understanding of the phrase 'induction of beginning teachers'?

While induction was described in a variety of ways, teachers centres and professional associations largely understood 'induction of beginning teachers' to involve a process of introduction to the individual school. In addition to reporting a general orientation to the school, responses emphasised the beginning teacher's introduction to aspects of school policy and procedures, including administration and an introduction to the school, of both a social and professional nature.

There was a difference between teachers centres and professional associations in the second most frequent definition of induction. Teachers centres were more concerned with beginning teachers' general personal and professional growth while the second most frequent answer from administrators and subject associations was curriculum content and methodology.

It is noteworthy also that the area of curriculum content and methodology was almost as important for subject associations as was the introduction into the school environment.

2. Does your centre/association have a policy statement on its role, if any, in the induction of beginning teachers into the profession?

The answer to this question appears below in Table 1.2.

Table 1.2 Responses concerning whether Organisation has a Policy Statement on Its Role in Induction

	Total number of responses	Number of 'YES' responses	Number of 'NO' responses
A. Teachers and Education Centres	18	5	13
B. Administrators Associations	16	2	14
C. Subject Associations	25	1	24
D. Specific Area Associations	8	0	8
E. Other Educational Bodies	5	2	3
TOTAL	72	10	62

Centres and Associations that answered YES to Question 2:

Those centres and associations which reported that they had formulated a policy on induction, were asked the following questions -

- (i) Could you provide a copy of the policy statement or quote it below?
- (ii) When was this policy formulated?
- (iii) Could you describe what steps have been taken by your association to implement its policy on induction?

The first point to be made is that very few centres and associations answering Question 2 (approximately 14 percent) had actually formulated a policy on induction (five out of the 18 centres; two of the 16 administrators associations; one of 25 subject associations; none of the eight specific area associations; and two of the five other educational bodies).

Of the ten centres and associations which had prepared policy statements, only four had formulated a specific or detailed policy statement on the induction of beginning teachers into the profession. The other six centres

or associations stated in general terms, that their policy was one of assisting in the orientation of beginning teachers.

It was also evident that the majority of the policy statements had been formulated in either 1977 or 1978.

As to what steps have been taken by the ten centres and associations to implement the various policies, the main activities reported were social evenings, the production of handbooks, and the organisation of seminars and workshops.

Centres and Associations that answered NO to Question 2:

Those centres and associations which reported that they had not formulated a policy on induction were asked to answer the following question -

If it is possible for you to ascertain, what is the consensus of officers'/members' opinions (ideally, expressed at a recent meeting) concerning your centre's/association's role, if any, in the induction of beginning teachers into the profession?

The centres and associations which had not formulated a policy on induction saw themselves filling various roles. For example, the majority of centres saw their role as making available to beginning teachers the resources and services at the centre, or in the local community. School administrators associations saw the responsibility for induction to be mainly the concern of the individual school. Subject associations believed that the provision of seminars, conferences and courses would be beneficial as well as the encouragement of beginning teachers to become members of their respective associations.

3. If it is possible for you to ascertain, what is the consensus of officers'/members' opinions (ideally, expressed at a recent meeting) concerning -

- (a) the steps which should be followed for the induction of beginning teachers into the profession?

Teacher and education centres reported steps that involved both themselves and the individual school. They saw the following to be important aspects of the school's role:

- introduction to school policy and procedures, including administration
- meetings held within the individual school
- assistance in curriculum content and methodology
- an introduction to the regulations, policy and procedures of the Education Department.

Centres also saw aspects in which they themselves could be involved. These included conducting lectures, seminars and workshops, and social activities, and the preparation of an orientation booklet for beginning teachers.

Not unexpectedly, school administrators associations were mainly concerned with an introduction to the individual school environment. For this type of association, the most frequently mentioned aspect was an introduction to school policy and procedures; and the second most frequent, assistance in curriculum content and methodology.

For subject associations, curriculum content and methodology assumed the highest importance in the induction of beginning teachers into the profession. It was suggested that advice be given on such topics as teaching techniques, lesson preparation and syllabus content. Subject associations were also concerned with reduced teaching loads for beginning teachers, and holding social activities, meetings, seminars and workshops within the school.

In conclusion, it can be seen that, while there was a degree of variation, the concern of respondents generally centred upon steps that should be followed in the introduction of the beginning teacher into the individual school.

3. If it is possible for you to ascertain, what is the consensus of officers'/members' opinions (ideally, expressed at a recent meeting) concerning -

(b) Who should be responsible for ensuring that these steps are followed?

The most frequent answer from centres and associations was that individual school personnel, particularly school administration, should be responsible for ensuring that induction procedures are followed. While this was so, however, there were a number of other suggestions including inspectors of schools, Regional Offices and training institutions. Perhaps the overall impression that is gained from the responses to this question is that the control of induction procedures should be a co-operative process, with school personnel playing a major role.

3. If it is possible for you to ascertain, what is the consensus of officers'/members' opinions (ideally, expressed at a recent meeting) concerning -

(c) What should be the length of the induction procedures?

There were various answers that were given to this question but the most frequent response was that the length of induction procedures should be flexible, continuing as long as they are needed. Of the remaining responses, the two frequently reported were that induction programs should continue during the first year, or into the second year of service.

3. If it is possible for you to ascertain, what is the consensus of officers'/members' opinions (ideally, expressed at a recent meeting) concerning -

(d) Who should be responsible for assessing the effectiveness of these procedures?

The answers to this question ranged from the Board of Teacher Education to the beginning teacher. The majority of teacher centres and administrators associations thought that either the staff of the individual school itself should be responsible, including the beginning teacher, or the school staff in conjunction with some other agency. The beginning teacher figured prominently in the answers of subject associations, but a variety of other people were also mentioned. These included 'a regional Science adviser', the 'overseer of Music Education within schools', and 'Inspectors of Schools'.

4. For reference purposes:

- . How many members belong to your association?
- . (If applicable) How many of your members are student teachers?
- . (If applicable) How many of your members are in their first year of teaching?
- . (If applicable) How many of your members are in their first three years of teaching?

Most of the associations and centres did not or could not provide the information requested. Of those who did respond, the largest association had 19,000 members (Queensland Teachers Union) and the smallest 13 (a small education centre).

5. Any further comments?

In answer to this question, many of the centres and associations either emphasised or elaborated on various points which had been previously mentioned in their responses to earlier questions.

Other centres and associations which answered this question suggested various activities concerning induction which could be conducted in the future. These included:

- . A survey of first year teachers at the end of their first year may shed some light on the requirements those teachers are looking for.

- There appears to be a plethora of induction courses at present - some rationalisation would assist the new teacher who at present is being bombarded.
- Feedback assessments from beginning teachers, schools and other bodies conducting induction programs could be valuable both to those wishing to mount induction programs and to colleges wishing to modify or expand the structure of courses offered.
- Attempt to have 'Teacher Induction Program - Secondary' adapted to a primary level.
- Some consensus of the needs expressed by beginning teachers during their first year might be submitted to the Board with a view to modifying or expanding the structure of teacher-training courses.

PHASE II

BEGINNING PRIMARY TEACHERS QUESTIONNAIRE

In the second phase of the project information was sought from beginning teachers concerning:

- a brief description of their first appointment;
- their opinions on present induction procedures;
- their opinions on a possible future systematic induction program.

METHOD

At the end of March 1979, a structured questionnaire was mailed to a random sample of 246 beginning primary teachers throughout Queensland, employed in Government and Catholic primary schools. The sample was limited to those beginning teachers who had graduated at the end of 1978 with a three-year pre-service Diploma of Primary Teaching from Queensland teacher education institutions (approximately one-quarter of all Queensland Dip.T. (Primary) graduates). The final response rate was 87 per cent (N = 215). Details of the sample appear in Table 2.1.

Table 2.1 Sample and Response Rates for Phase II (Beginning Teachers) Questionnaire

College	No. Dip.T. (Primary) Dec. 1978 Graduates	No. Dip.T. (Primary) Dec. 1978 Graduates sent a questionnaire	No. of questionnaires returned	Response rate
KGCAE	166	41	33	80%
NBCAE	237	59	55	93%
MGCAE	156	38	35	92%
McAULEY	67	16	14	88%
DDIAE	144	36	30	83%
CIAE	87	22	18	82%
TCAE	136	34	30	88%
TOTAL	993	246	215	87%

The aims of the beginning teacher questionnaire were two-fold:

- (i) To supply information for Phase III of a research project on the Preparation of Teachers for the Teaching of Reading and Associated Language Skills.
- (ii) To supply information for Phase II of the research project on induction.

It is the second aim of the questionnaire that is the subject of this report. It is intended that the results outlined below will convey the perceptions of beginning teachers concerning the topic of induction.

RESULTS AND DISCUSSION

In the sample, 26.5 per cent of beginning primary teachers were males and 73.5 per cent, females. This ratio (approx. 1:3) was the same as that of the total population of Dip.T. primary graduates. The majority of beginning teachers were aged 20 (62.3 per cent) while 24.7 per cent were 21; 4.7 per cent were 22; 7 per cent were over 22; and one beginning teacher was aged 19

(0.5 per cent). The information and opinions obtained from this sample are reported in table form below. The results are expressed as percentages calculated on the total number of questionnaires returned (N = 215). A 'No Answer' column records the percentage of the total sample who did not answer a particular question.

Description of Beginning Teachers' First Appointment

To begin this description of beginning teachers' first appointment, Table 2.2 shows the total number of teachers on staff in the school to which they were appointed. It may be seen that 20.5 per cent of beginning teachers were appointed to smaller schools. Given that there are seven years of primary schooling, it could be concluded that the great majority of the new teachers would have at least one other teacher in the same year level to whom they could turn for help or discuss their problems.

Table 2.2 Total number of teachers at school to which beginning teacher first appointed (%)

No. of teachers in school	Up to 5	6-10	11-20	21-30	Over 30
Proportion of sample of beginning teachers	5.6	14.9	38.1	24.2	17.2

The year levels to which beginning teachers were appointed are shown in Table 2.3. Very few beginning teachers were appointed to the extreme ends of the primary school (Year 1 and Year 7). There was a fairly even distribution of teachers appointed to Years 2-5.

Table 2.3 Year taught by beginning teachers (%)

Composite Year 1-4	1	2	3	4	5	6	7	No Answer
5.6	7.9	19.5	20.5	18.1	16.3	7.0	0.9	4.2

It was interesting to discover to what level of the primary school males and females were appointed. A cross-tabulation of relevant variables shows that no males were appointed to Year 1 and 7.7 per cent were appointed to Year 2. This is compared with 35.7 per cent of females who were appointed to Years 1 and 2. On the other hand, 53.8 per cent of males were appointed to the upper school (taken as Years 5, 6 and 7) in comparison with 15.5 per cent of females.

It would appear that, even with the appointment of beginning teachers, the teaching domains of male and female teachers (upper and lower sections of schools respectively) are fairly clearly delineated.

As to the type of classroom organisation to which beginning teachers were appointed, Table 2.4 shows that the majority of them (67.4 per cent) were appointed to self-contained classrooms and taught most subjects to one class. Another interesting percentage in Table 2.4 is the 4.7 per cent of teachers who teach most subjects to one class although they are situated in an open area classroom. This accounts for almost one quarter of all beginning teachers teaching in an open area.

Finally, Tables 2.5 to 2.8 give information concerning the children put in beginning teachers' charge: the number of children in their classes; the opinions of beginning teachers concerning the socio-economic status of these children; information concerning the race of children taught; and finally, the opinions of beginning teachers concerning the difficulty of teaching the children in their classes.

Table 2.4 Beginning teachers' present teaching situations (%)

Teaching Situation	
Self-contained classroom, teach most subjects to one class	67.4
Self-contained classroom, mostly team-teaching	6.0
Open area classroom, teach most subjects to one class	4.7
Open area classroom, team-teaching	15.8
Other	3.3
No Answer	2.8

Table 2.5 Total number of children in class (%)

Up to 15	16-20	21-25	26-30	31-35	36-40	41-45	Over 45	No Answer
1.4	4.7	15.3	33.5	31.2	1.4	1.4	7.3	4.7

Table 2.6 Socio-economic status of area from which majority of children come (%)

High	Medium	Low	No Answer
9.8	71.2	16.7	2.3

Table 2.7 Race of children (%)

Migrant	Aboriginal	Average Mixture	Other	No Answer
1.9	0.5	92.6	4.7	0.5

Table 2.8 Difficulty of teaching children (%)

Always Difficult	Often Difficult	Sometimes Difficult	Seldom Difficult	Never Difficult	No Answer
1.4	11.2	55.8	29.8	1.4	0.5

Tables 2.5 to 2.8 indicate that beginning teachers' class sizes were generally 26 to 35 pupils; they perceived the socio-economic status of their pupils as medium; the race of their pupils was an "average mixture" and it was sometimes or seldom difficult to teach their pupils.

Information and Opinions on Present Induction Procedures

Beginning teachers were asked where they had learnt the most teaching skills: college, practising school, or in school since employment. As may be seen from Table 2.9 below, the most frequent response was in school since employment (48.8 per cent). A very small proportion of teachers felt that they had learnt most of their teaching skills in college.

Table 2.9

Opinions on where beginning teachers felt they learnt the most teaching skills (%)

College	Practising School	In school since employment	Other	No Answer
7.4	38.6	48.8	3.3	1.9

Beginning teachers were asked whether or not they had visited the school to which they were appointed before the commencement of first term. Table 2.10 shows that only 7.4 per cent of respondents did not visit their school. Approximately 70 per cent thought that the visit was at least of some help and almost 30 per cent believed it to have been either of great or very great help.

Table 2.10

Opinions on the helpfulness of school visit prior to the commencement of first term (%)

Very Great Help	Great Help	Some Help	Little Help	No Help	No Opinion	No Visit	No Answer
11.6	18.1	40.9	15.8	4.7	0.0	7.4	1.4

Beginning teachers were also asked about the help that they had received in their 'first months of teaching'. It may be observed from Table 2.11 that the types of help in which a majority of respondents felt were of 'great' or 'very great' help were the following:

- . advice from other classroom teacher (71.1 per cent)
- . consulting various text books (60 per cent)
- . advice from the principal (50.3 per cent).

The types of help in which the highest number of beginning teachers (over 30 per cent) thought were 'of little' or 'of no help' were:

- . consulting lesson notes prepared for practising school (32.5 per cent)
- . attendance at regular school staff meetings (32 per cent)
- . consulting material and notes provided by college during training (30.7 per cent).

It is important to note also the large percentage of teachers who answered that many types of help either were not available or had not occurred. Of particular interest at the school level are the following:

- . attending school workshops for beginning teachers (73.5 per cent)
- . working on school curriculum committees (68.8 per cent)
- . observing demonstration lessons (65.6 per cent)
- . attending school meetings for beginning teachers (35.3 per cent).

It is also interesting to note that 29.2 per cent of beginning teachers reported that they had not received advice from 'other administrators'. A cross-tabulation of relevant variables, however, shows that most of these teachers (26.9 per cent) taught in the smaller schools. The conclusion could be drawn that many 'other administrators' were not available as a resource, due to the size of the school. A similar conclusion could probably be warranted concerning remedial and resource teachers, the other school-based personnel involved.

Such a conclusion would not be appropriate, however, with some other types of help. It is especially important to note that many beginning teachers in their first months of teaching had not taken advantage of (or known about) attendance at meetings of a

professional association (81.9 per cent) and attendance at a local teachers centre (60 per cent). It could be argued that, for some beginning teachers, professional associations and teacher centres were not available to them, but this would not account for the high percentage who had not used these resources.

Table 2.11 Opinions concerning help received in the first months of teaching (%)

	Very Great Help	Great Help	Some Help	Little Help	No Help	Not available Not occurred	No Opinion	No Answer
Advice from principal	19.1	31.2	34.9	7.9	2.8	2.8	0.5	0.9
Advice from other administrators	13.5	21.4	24.7	7.9	0.9	28.8	1.4	1.4
Advice from other classroom teachers	36.7	34.4	21.9	3.3	1.9	0.5	0.0	1.4
Advice from resource or remedial teachers	12.6	23.3	23.2	7.0	3.7	27.9	1.4	0.9
Advice from guidance officers	1.9	4.7	8.8	5.6	7.9	67.4	2.8	0.9
Advice from college lecturers	0.5	5.1	6.5	6.0	7.9	69.3	3.7	0.5
Observing demonstration lessons	6.0	7.4	10.2	3.7	6.0	65.6	0.5	0.5
Attendance at regular school staff meetings	8.4	13.0	40.5	16.7	15.3	2.8	2.3	0.9
Attendance at school meetings for beginning teachers	8.4	19.1	19.1	10.2	5.6	35.3	1.9	0.5
Attendance at school workshops for beginning teachers	3.7	5.1	7.4	4.7	2.3	73.5	2.8	0.5
Working on school curriculum committees	2.3	9.3	9.8	4.2	1.4	68.8	3.3	0.9
Consulting various curriculum guides	8.4	35.8	40.9	8.8	1.9	3.3	0.5	0.5
Consulting various text books	16.7	43.3	31.2	6.5	0.0	1.9	0.5	0.0
Consulting lesson notes prepared for practising school	6.0	11.6	42.3	19.5	13.0	6.5	0.9	0.0
Consulting material, notes provided by college during training	3.7	14.9	48.4	23.7	7.0	2.3	0.0	0.0
Using resource material you prepared during training	10.2	24.2	29.8	22.3	7.4	4.7	0.5	0.9
Attendance at a local teachers centre	1.9	6.5	10.2	9.8	5.1	60.0	6.0	0.5
Visiting other schools	0.9	0.5	3.3	1.9	2.3	86.5	3.7	0.9
Attendance at meetings of a professional association	0.5	2.8	2.3	2.8	2.8	81.9	6.5	0.5

To conclude this section, Table 2.12 shows how beginning teachers felt about the teaching of various curriculum areas in their first year out. The curriculum area thought to be the most enjoyable and easiest to teach was Mathematics (31.6 and 25.1 per cent of sample respectively). The most frequent answer concerning the least enjoyable subject was Social Studies (20.9 per cent) while the most difficult was Reading (27.9 per cent).

Table 2.12 Opinions on the subject that was most/least enjoyable and easiest/most difficult to teach to own class (%)

Subject	Most Enjoyable	Least Enjoyable	Easiest to teach	Most difficult to teach
Music	8.8	16.3	5.1	9.3
Maths	31.6	9.3	25.1	20.5
Written Expression (*)	4.7	2.3	1.9	4.7
Reading (*)	4.7	9.8	1.4	27.9
Art	6.5	4.7	17.2	0.5
Spelling (*)	0.5	6.5	10.2	2.8
Oral Comm. (*)	4.2	1.4	2.3	2.3
Phys. Ed.	7.0	5.1	3.3	0.9
Social Studies	9.3	20.9	8.8	13.0
Science	13.0	7.9	15.4	3.7
Grammar (*)	0.9	7.9	0.9	3.7
All of Language Arts	4.7	1.4	4.2	5.6
=====				
No Answer	5.1	5.6	4.7	4.7

(*) It is recognised that these subject areas are integrated within the total language arts area. Since Language Arts is such a wide curriculum area, however, it was decided to separate them, perhaps artificially, for the purpose of this survey.

It is interesting to note that those teachers who found a particular curriculum area the most enjoyable, did not necessarily find it the easiest to teach (and vice versa). Taking Mathematics as an example, only 35.3 per cent of the teachers who found Mathematics the most enjoyable, also found it the easiest to teach; and only 46.2 per cent of those teachers who found Mathematics the easiest to teach, also found it the most enjoyable. Interestingly, there were even some teachers (five out of 43 - 11.6 per cent) who found Mathematics to be the most difficult to teach, also considered it the most enjoyable.

Opinions on procedural aspects of a possible systematic induction program

Beginning teachers were asked whether or not a systematic introduction to teaching (induction program) should be introduced sometime during a teacher's first year. Table 2.13 shows that the great majority (81.9 per cent) were in favour of such a program. While this is so, it should be noted that nearly one-fifth of beginning teachers were either not in favour of an induction program (13 per cent) or had no opinion on the matter (4.7 per cent).

Table 2.13 Opinions on whether a systematic introduction to teaching (induction program) should be introduced sometime during a teacher's first year (%)

Yes	No	No Opinion	No Answer
81.9	13.0	4.7	0.5

Next, opinions were sought on the who, when, where, how and what of an induction program. First, Table 2.14 below shows that the majority of beginning teachers (71.2 per cent) felt that an induction program should be school-based. Teachers centres were not excluded, however, with 20.9 per cent favouring them.

Table 2.14 Opinions on where the induction program should be mainly conducted (%)

Colleges	Schools	Teachers Centres	Colleges Schools & Centres	Other	No Answer
5.1	71.2	20.9	0.5	1.9	0.5

As to who should conduct the induction program, Table 2.15 shows that almost one half of the sample believed that the most appropriate persons were 'experienced classroom teachers' (48.8 per cent). As to the opinion of the remaining beginning teachers in the sample, perhaps it could be concluded that most saw the conducting of an induction program as a co-operative process between various different individuals within the profession. A glance at the table shows that only 10.8 per cent of them answered that any one particular type of person should conduct an induction program (School Principals 4.7 per cent; Advisory teachers 4.2 per cent; and staff from Teachers Centres 1.9 per cent).

Table 2.15 Opinions on who should conduct the induction program (%)

School principals	4.7
College lecturers	0.0
School principals in consultation with colleges	9.3
College lecturers in consultation with school principals	4.2
Advisory teachers	4.2
Experienced classroom teachers	48.8
Staff from Teachers Centres	1.9
Other	26.0
No Answer	0.9

Two questions were asked relating to when an induction program should be conducted. First, Table 2.16 shows that the majority of beginning teachers felt that an induction program should commence at the beginning of the year (77.2 per cent).

Table 2.16 Opinions on when the induction program should commence (%)

Beginning of the year	77.2
Middle of the year	12.6
Towards end of the year	2.3
Other	8.5
No Answer	0.5

Table 2.17 then gives further details about when an induction program should be conducted. This table is interesting for several reasons. To begin with, there was a substantial minority (31.2 per cent) of beginning teachers who felt that an induction program should be held solely inside school hours.

The majority of the sample, however, took a different view on this matter. There were 61 per cent of beginning teachers who were prepared to spend at least some

time outside school hours during term, for participation in an induction program, with 12.6 per cent of the sample actually feeling that the program should be conducted solely outside school hours during term. There were also some teachers who were interested in the conducting of all or part of an induction program during vacations (15.9 per cent total).

Table 2.17 Opinions on when the induction program should be conducted (%)

In school hours during term	31.2
Outside school hours during term	12.6
During school vacations	1.9
Both in and outside school hours during term	39.1
Both in school hours during term and during vacations	4.7
Both outside school hours during term and during vacations	1.4
Both in, outside school hours during term and during vacations	7.9
Other	0.9
No Answer	0.5

Tables 2.18(a) and 2.18(b) show beginning teachers' opinions on the number of hours per week and also the number of weeks for which the program should be conducted. The tables show that only a minority saw an induction program running much longer than a school term (approximately 12-15 weeks). It is also of interest that over half (58.4 per cent) of the sample thought that either 1, 2 or 3 hours a week should be devoted to the program.

Table 2.18(a) Suggested hours per week to be devoted to the induction program (%)

1	2	3	4	5	6	7	8	9	10	11-20	Over 20	No Answer
17.2	36.3	14.9	6.5	8.8	1.4	1.4	0.5	0.5	2.3	4.1	1.4	4.7

Table 2.18(b) Opinions on the number of weeks for which the program should be conducted (%)

1-5	6-10	11-15	16-20	Over 20	Other	No Answer
37.3	30.7	16.7	2.4	3.8	3.3	6.0

When the two variables in Tables 2.18(a) and 2.18(b) are multiplied, the result is the total number of hours which beginning teachers feel should be devoted to an induction program. This result is presented in Table 2.19 below. It shows that the majority (61.9 per cent) gave answers between 3 and 20 hours. The large range and standard deviation, however, show that beginning teachers by no means share any consensus on the number of hours that should be given to an induction program.

Table 2.19 Opinions on total induction hours desired (%)

Frequency (Percentage)				Range	Mean	Median	Standard Deviation
1-10 hours	11-20 hours	21-50 hours	Over 50 hours				
34.0	27.9	24.2	14.0	3-392 hours	35.12 hours	18.00 hours	54.00 hours

In summary, the preceding paragraphs indicate that:

- The majority of beginning teachers not only support an induction program but also feel it to be of sufficient importance that they are prepared to give at least some time outside the normal school hours.
- Most beginning teachers felt that this program should commence at the beginning of the year and should be conducted mainly in the school.
- Half of the beginning teachers believed that experienced teachers should conduct this program and most of the others felt that it should be a co-operative process between different sections of the profession.
- Beginning teachers expressed no consensus on the number of hours that should be devoted to induction.

Opinions on desirable content of a possible induction program

Table 2.20 gives beginning teachers' opinions on the topics which could be included in an induction program. The topics which over 90 per cent thought 'desirable' or 'very desirable' were the following:

- dealing with learning problems (96.3 per cent)
- planning of CCP (94.9 per cent)
- handling of children with behaviour problems (92.6 per cent)
- methods of teaching in curriculum areas (90.2 per cent).

Summing 'undesirable' and 'very undesirable' columns reveals the most unfavoured topics to be:

- Philosophy of Education (46.9 per cent)
- Sociology of Education (46.5 per cent)
- Theories of Education (46.1 per cent)
- Educational Psychology (40.5 per cent).

When any future induction program is being planned, it would be important to consider the above topics for inclusion (or exclusion) in such a program. This is not to say, however, that the most favoured or unfavoured topics should be the only basis for decision-making concerning the content of induction. To some beginning teachers, other topics were also uppermost in their minds. For example, 100 per cent of those teachers who worked in an open area classroom but taught most subjects to one class, thought the topic teaching in an open area situation was either 'desirable' or 'very desirable'. The point to be made here is that while the above topics should be considered carefully, the most suitable induction program will undoubtedly be one that remains flexible and attempts to cater for each individual beginning teacher's needs.

Table 2.20 Opinions on topics which could be included in an induction program (%)

Topic	Very Desirable	Desirable	Neutral	Undesirable	Very Undesirable	No Answer
General teaching strategies	30.7	36.3	18.6	11.2	1.4	1.9
Use of teaching materials and resources	38.6	50.2	8.4	1.4	0.0	1.4
School administration procedures	11.2	49.8	30.2	8.4	0.0	0.5
Departmental regulations	8.4	54.4	30.2	5.6	0.9	0.5
Knowledge of law of interest to teachers	16.3	51.6	27.4	3.3	0.0	1.4
Planning of C.C.P.	71.2	23.7	2.8	1.9	0.0	0.5

Table 2.20 (contd)

Topic	Very Desir- able	Desir- able	Neutral	Undesir- able	Very Undesir- able	No Answer
Philosophy of Education	0.9	13.5	37.7	36.7	10.2	0.9
Providing individualised instruction	32.1	49.8	14.4	2.3	0.5	0.9
Relating to parents	35.3	50.7	12.1	0.5	0.0	1.4
Sociology of Education	1.4	11.6	40.0	37.7	8.8	0.5
Educational Psychology	3.3	22.3	33.0	31.2	9.3	0.9
Organising and teaching in a group situation	42.3	44.7	11.2	1.4	0.0	0.5
Theories of Education	0.9	10.2	41.9	34.9	11.2	0.9
Methods of teaching in curriculum areas	54.9	35.3	8.8	0.5	0.0	0.5
Organising and implementing extra-curricular activities	26.0	54.4	17.7	0.9	0.5	0.5
Using community resources (including people in the classroom)	27.9	53.5	16.7	0.9	0.5	0.5
Dealing with learning problems	64.2	32.1	2.3	0.9	0.0	0.5
Teaching in an 'open area' situation	27.4	41.4	24.2	5.1	1.4	0.5
Handling of children with behaviour problems	63.3	29.3	5.1	1.4	0.0	0.9

PHASE III

THE QUALITIES EXPECTED OF BEGINNING PRIMARY TEACHERS

The aim of the third phase of the project was to identify those qualities which were regarded as desirable in a beginning primary teacher. Opinions concerning desirable characteristics of beginning primary teachers were sought from a number of groups of educators. These were staff in teacher education institutions, inspectors of schools, primary school principals, experienced teachers (with at least five years' teaching experience) and beginning teachers.

The third phase of the project was itself divided into a number of stages. Firstly, a list of qualities of beginning primary teachers was developed. After trialling and modification, items in the list were rated by each group of educators with respect to their importance as a characteristic of a beginning primary teacher.

Developing the List of Qualities

A small sample of each of the groups of educators was contacted by mail. Each person contacted was asked to list those professional and personal characteristics which he considered were desirable qualities of beginning primary teachers at the start of their teaching careers.

It was emphasised to respondents that their list should not be restricted to teaching competencies. Respondents were encouraged to list any quality that they considered was an important characteristic of a beginning primary teacher.

It was decided that, in the first stage, the sample size should remain reasonably small. To achieve this, and to ensure that significant numbers of each sub-group (e.g. teachers in Government/non-Government schools) were included in the sample, it was necessary to include more representatives of some sub-groups than would have been normally included with equal probability sampling. Thus, principals, experienced teachers and beginning teachers in Catholic schools were over-represented in the sample. Further, six lecturers from each college of advanced education were chosen. Large colleges were therefore under-represented and small colleges over-represented. As there were only 33 primary school inspectors, all were included in the sample. Some loss of representativeness was traded off against ensuring an adequate representation of important sub-groups.

The number of persons selected from each group, together with the response rate after one follow-up letter, is shown in Table 3.1.

Table 3.1 Sample and Response Rates for Initial Request to supply Desirable Characteristics of a Beginning Primary Teacher

Educational Group	Number in sample	Number returned	Response rate
Lecturers	48	41	85%
Inspectors	33	32	97%
Principals	49	45	92%
Experienced Teachers	48	37	77%
Beginning Teachers	47	37	79%

The responses received were reduced to discrete statements or concepts. In all, 1,569 separate ideas were received from the 192 respondents. These comprised 328 from college lecturers, 368 from inspectors, 358 from principals, 292 from experienced teachers and 223 from beginning teachers.

Each discrete statement was re-written onto a card. Each of the five sets of cards was then sorted and re-sorted into a smaller number of categories. During sorting, responses from each group of educators were kept apart from the responses of the other groups.

Originally, it was planned to form a separate categorised list of desirable qualities of beginning primary teachers for each group and to label the categories separately for each group. As sorting proceeded, however, it became apparent that there was a high degree of similarity in the categories across the five groups of respondents. Thus, while the cards were still sorted separately for lecturers, inspectors, principals, experienced teachers and beginning teachers, it was possible to give the same names to the categories for each of these groups. There were, of course, differences in the number of times each category or quality was referred to by each group. In some instances, a particular category of responses was not mentioned at all by one or more of the groups.

Those categories of qualities which were referred to at least four times by any one of the groups of respondents were retained for use in the next stage of the study. A total of 44 items were retained using this criterion.

Before sending the list of desirable qualities of beginning primary teachers to a larger sample for rating, it was decided to trial the items. Bachelor of Education students at a Brisbane college of advanced education and teachers at six Brisbane primary schools were involved in the trialling. The sample size for the trial was 185. Respondents were asked to rate each item in terms of the importance they considered it had to being a successful beginning primary teacher. In addition, respondents were asked to comment on items they considered were ambiguous or not clear.

As a result of this trialling, minor modifications were made to a number of items to remove ambiguities and unclear wording. In addition, one item was split into two separate items. A total of 45 items was thus used for the next stage of the survey.

The trial was also used to undertake a preliminary factor analysis of the items. This was done to determine the underlying dimensions being measured. The factor analysis produced a six factor solution. It was decided, however, that before committing the research to these factors, further analysis would be undertaken on the full sample to be used in the final round. The results of the initial factor analysis are therefore not discussed further at present.

Sampling and Method for Final Round

The final round of the third phase of the project involved obtaining ratings of the 45 items from a larger sample of each of the groups of educators.

In selecting the sample for the final stage of the survey, care was taken to ensure that, within each group, all subjects had an equal probability of being selected. Further, the sample was chosen so that the number of subjects selected for each group was approximately equal. This was not possible, of course, for the inspectors as there were only 33 primary school field inspectors in service in Queensland. The sampling techniques are described below.

A list of lecturers who were involved in teaching Diploma of Teaching (Primary) students was compiled for all colleges in Queensland. Although Brisbane Kindergarten Teachers College offers a Diploma of Teaching (Early Childhood), lecturers from that college were included as graduates are eligible to teach in the lower year levels of primary schools. The list included not only 'method' lecturers, but also those engaged in subjects such as Philosophy of Education, Educational Psychology and Sociology of Education. Lecturers taking 'general studies' subjects in the Diploma of Teaching (Primary) course were also included. Thus, those taking courses such as English Literature, Linguistics, Foreign Languages, Computing, and so on also formed part of the population from which the sample of lecturers was drawn. Within each college, a random sample of half of the lecturers was chosen for inclusion in the sample.

Primary schools in Queensland were stratified by type (Government or Catholic) and location. Within each stratum, a random sample of one-fifth of the schools was selected. Principals of these schools were included in the sample. The sample excluded principals of small one-teacher schools.

Using the same sampling frame described above, a random sample of one in forty experienced teachers was chosen. Experienced teachers were defined as those who had been teaching for at least five years.

One-quarter of the graduates of the Diploma of Teaching (Primary) course from each college was selected for the sample of beginning teachers. Only those graduates who had actually taken up a teaching position in a Queensland primary school were chosen.

As previously noted, all primary school field inspectors were included in the final stage of the survey.

Those chosen in the sample were forwarded questionnaire instruments by mail. A reply-paid envelope was included. Sampling details and response rates, after follow-up letters, are summarised in Table 3.2

Table 3.2 Sample and Response Rates for Final Round Questionnaire

Educational Group	Sampling ratio	Number in sample	Number responding	Response rate
Lecturers	1 in 2	198	166	84%
Inspectors	All	33	32	97%
Principals	1 in 5	203	191	94%
Experienced Teachers	1 in 40	198	163	82%
Beginning Teachers	1 in 4	184	151	82%

Subjects sampled were forwarded a questionnaire containing the list of 45 desirable qualities of a beginning primary teacher which had been compiled from the responses to the earlier open-ended invitation to list desirable characteristics of new primary teachers. In the final round, respondents were asked to rate each statement on a five point scale, indicating whether they considered the quality was essential, very important, moderately important, slightly important or unimportant to being a successful beginning teacher. Respondents were also asked to list, in order, what they considered were the five most important items.

Description of Respondents

In addition to asking respondents to rate each item, the questionnaire also sought background information on each of the respondents. The information collected, while differing for the various groups, included sex, age, teaching experience, type, location and size of school, type of classroom and year levels taught. Differences in ratings of the items for the various sub-groups, e.g. a comparison of ratings of teachers in Government and non-Government schools, are not discussed in this report. For reference purposes, a brief description of each group of educators is given below.

Slightly more than three-quarters of the lecturers were male. Their age range was generally from 31-50 years, although 20 per cent were more than 50 years of age. A majority of the lecturers (65 per cent) had at least one year's experience teaching in a primary school. All lecturers who responded also had at least one year's experience as a lecturer, with the largest percentage having between six and 10 years experience. In addition, the largest proportion (42 per cent) had been in their present college for between six and 10 years. Two-thirds of the lecturers were involved in taking 'method' subjects in the Diploma of Teaching (Primary) course.

All but three of the 32 inspectors responding to the questionnaire were male. All but four were aged more than 40 years, with the largest proportion (47 per cent) more than 50 years old. Of those inspectors responding to the questions about teaching experience, all had some experience in primary schools, either as a principal or as a classroom teacher. Indeed, 29 of the 32 inspectors had more than 20 years experience as a primary principal. Four-fifths of the inspectors had been inspectors for between one and 10 years. Two inspectors had experience as lecturers in a tertiary institution.

Of the principals who responded, 85 per cent were male. The highest proportion (43 per cent) were between 31 and 40 years old, with only a small proportion (8 per

cent) under 30. More than half the principals had more than 10 years experience as a principal. Six principals had some experience as a staff member of a tertiary institution. Slightly more than half of the principals undertook teaching duties within their school.

The schools from which the responding principals were drawn were mainly Government (79 per cent), most of the principals were in small schools with fewer than 10 teachers, and half of the schools were located in the country. A significant majority of the schools (65 per cent) had fewer than one-quarter of classrooms which were of the open-area type, and still more (80 per cent) had fewer than one-quarter of the teachers involved in team-teaching.

The experienced teachers responding to the questionnaire were predominantly female (68 per cent). They had a wide spread of age ranges, but the highest proportion were between 31 and 40 years. Nearly half of the experienced teachers had been primary teachers for between 11 and 20 years, with a further 20 per cent having more than 20 years' experience. Few had experience as a principal, and only one teacher had experience as a lecturer in a tertiary institution. There was a reasonably even spread of experienced teachers across the seven year levels. Slightly more than half of the experienced teachers taught in self-contained classrooms, teaching most subjects to one class. About one-quarter taught pupils in an open-area classroom.

The schools in which the experienced teachers were teaching were mainly Government schools (81 per cent). Slightly more of the schools were located in the metropolitan area than were located in either a provincial city or the country. Three-quarters of the experienced teachers were teaching in schools in which there were more than 10 teachers, with 40 per cent in large schools of more than 20 teachers.

The beginning teachers were also mostly female (83 per cent). The overwhelming majority of the beginning teachers were under 25 years old, although a small number (9 per cent) were more than 25. About two-thirds of the beginning teachers were teaching classes in years 2, 3 or 4. None were taking Year 7 classes. This confirms the finding of Phase II of the project that beginning teachers were usually appointed to the middle year levels within the school (see Table 2.3). Thirty per cent of the first year teachers were teaching in an open-area classroom.

The great majority (91 per cent) of beginning teachers were in Government schools, and in schools with at least 10 teachers (84 per cent). Slightly more beginning teachers were appointed to country schools than either metropolitan or provincial city schools.

The Priorities of the Respondents

The major focus of the survey was to identify those qualities regarded as important to being a successful beginning primary teacher. A useful way to consider the priorities is to examine the order of importance in which the items were placed.

Each respondent contacted by questionnaire was asked to rate each of the items in terms of its importance for being a successful beginning primary teacher. The scale used for rating was 5 - essential, 4 - very important, 3 - moderately important, 2 - slightly important, 1 - unimportant.

Based on this scale, a mean score was calculated for each item within each group of respondents. These mean scores were then rank ordered within each group. Based on assigning an equal weighting to each of the groups of respondents, an overall rank-ordering was also calculated.

The rank order of the items for each group is shown in Table 3.3. The items are listed in overall rank order. (The mean scores are provided in Tables 3.7 to 3.10.)

Table 3.3

Rank Order of Items for each group, listed by Overall Rank Order

ITEM NO.	ITEM	OVERALL	RANK				
			LECTURERS	INSPECTORS	PRINCI- PALS	EXP. TEACHERS	BEG. TEACHERS
44.	Ability to communicate effectively with children	1	1	1	3	2	2
6.	Genuine interest in and liking for children	2	2	2.	1	1	3
11.	Enthusiasm in carrying out teaching role	3	3	3	2	3	6
18.	Commitment to teaching	4	4	4	5	7	9.5
33.	Patience and self-control	5	9	9.5	8	4	4
15.	Willingness to accept advice and guidance	6	25	5	4	10.5	7
4.	Ability to effectively discipline pupils	7	25	14	9.5	5	1
14.	Proficiency in use of English (including fluent speech)	8	6	11	9.5	6	17.5
22.	Readiness to seek advice	9	15.5	9.5	7	13	13.5
7.	Warm approach	10	12	7	13	10.5	17.5
12.	Knowledge of teaching methods in major curriculum areas	11	8	17	14.5	8	11
26.	Ability to provide an appropriate atmosphere for learning	12	5	15.5	19	15	9.5
29.	Industrious approach to teaching	13	28	6	6	12	30
16.	Awareness of professional responsibilities associated with being a teacher	14	21.5	8	12	9	21
2.	Ability to prepare a Current Curriculum Program	15	14	22.5	16	18	5
30.	Ability to plan work programs	16	15.5	24.5	17.5	21	8
37.	Resilience in face of failure	17	19	18	22	14	13.5
3.	Skill in interpersonal relationships	18	7	12.5	31	19	16
21.	Flexibility in approach to teaching	19	13	26.5	28	16.5	12
43.	Background knowledge of subject matter of primary school curricula (e.g. Maths concepts, Scientific facts)	20	10.5	22.5	22	26	24
40.	Respect for opinions of others	21	27	15.5	24	16.5	27.5
9.	Knowledge of basic classroom management procedures	22	18	19.5	25	23	23
17.	Familiarity with curriculum guides, their aims and objectives	23	23	21	20	21	29

Table 3.3 (contd)

ITEM NO.	ITEM	OVERALL	RANK				
			LECTURERS	INSPECTORS	PRINCIPALS	EXP. TEACHERS	BEG. TEACHERS
27.	Ability to cater for individual differences in pupils	24	10.5	37	27	27	19
10.	Ability to work in co-operation with other members of staff	25	25	26.5	17.5	21	32
5.	Knowledge of evaluation techniques	26	31	29.5	29	30.5	20
25.	Confidence in ability to perform teaching tasks	27	29	35	30	29	15
23.	Skill in using questioning techniques	28	21.5	35	32	28	22
13.	Recognition of need to be punctual	29	37	19.5	11	25	34
1.	Willingness to participate in professional development activities	30	30	12.5	14.5	37.5	37
36.	Possession of a range of teaching techniques	31	20	33	35	35	25.5
42.	Broad, general knowledge	32	32	29.5	38	32	31
20.	Sense of humour	33	33.5	39	36.5	24	27.5
24.	Knowledge of child growth and development	34	17	32	36.5	33	35
38.	Concern for personal appearance	35	40	28	22	34	36
19.	Prior practical experience in a variety of teaching situations	36	33.5	38	39	37.5	25.5
41.	Ability to write clearly on the blackboard	37	38	35	34	30.5	33
31.	High standard of personal morality	38	42	24.5	26	36	39
28.	Willingness to become involved in extra-curricular activities	39	39	31	33	40	40
32.	Awareness of social and cultural influences on educational practices	40	35	42	40	39	38
39.	Knowledge of theories underpinning educational practice	41	36	41	41	41	42
8.	Good results from pre-service course	42	41	40	42	43	43
34.	Ability to carry out school administrative procedures	43	44	44	44	42	41
45.	Interest in pursuing further academic study	44	43	43	43	44	44
35.	Understanding of organisation and administration of education in Queensland	45	45	45	45	45	45

Table 3.3 shows that the most important qualities expected of a beginning primary teacher, as perceived by all the groups of educators involved in the study were:

- . ability to communicate effectively with children
- . genuine interest in and liking for children
- . enthusiasm in carrying out teaching role
- . commitment to teaching
- . patience and self-control.

Each of these items was not only ranked in the top five overall, but was also rated amongst the ten most important by each group.

As noted previously, respondents were also requested to list, in order, the five most important qualities of a beginning primary teacher. Table 3.4 indicates the proportion of respondents who named particular items as the first preference. Only those items which were given first preference by at least 5 per cent of any one group are shown.

Table 3.4 Proportion of each group giving first preference to items

ITEM NO.	ITEM	PROPORTION NAMING ITEM AS FIRST PREFERENCE					
		OVERALL	LECTURERS	INSPECTORS	PRINCIPALS	EXP. TEACHERS	BEG. TEACHERS
		%	%	%	%	%	%
6.	Genuine interest in and liking for children	30	43	23	30	34	28
18.	Commitment to teaching	14	13	17	20	11	10
44.	Ability to communicate effectively with children	10	12	3	8	9	17
11.	Enthusiasm in carrying out teaching role	7	2	17	8	4	3
4.	Ability to effectively discipline pupils	4	-	3	1	5	10
3.	Skill in interpersonal relationships	3	3	10	1	1	1
29.	Industrious approach to teaching	2	1	7	2	1	1

An examination of Table 3.4 reveals a similar picture with regard to the most important qualities as is shown by Table 3.3. Table 3.4 shows that four items in particular were given first preference by a reasonably large proportion of respondents. These were:

- . genuine interest in and liking for children (30 per cent)
- . commitment to teaching (14 per cent)
- . ability to communicate effectively with children (10 per cent)
- . enthusiasm in carrying out teaching role (7 per cent).

The least important qualities of those in the list can also be seen from Table 3.3. It cannot be inferred, however, that these items are unimportant. The items were compiled from an invitation to a small sample of educators to list the desirable qualities of a beginning primary teacher. Notwithstanding this, of the items in the list, the least important qualities were:

- . understanding of organisation and administration of education in Queensland
- . interest in pursuing further academic study
- . ability to carry out school administrative procedures

- good results from pre-service course
- knowledge of theories underpinning educational practice.

As well as being ranked among the five lowest overall, each of these items was also ranked in the ten least important qualities expected of a beginning primary teacher by lecturers, inspectors, principals and teachers.

In addition to considering overall rankings of items, differences in rankings among the various groups are also of interest. Differences have been regarded as significant only if they meet two criteria. Firstly, there must be a statistically significant difference (at the .01 level) in the mean rating of the item among the groups. Secondly, any differences detected in this manner are discussed only if the rankings between the groups are judged to be meaningful. Some value judgment is clearly involved in selecting these items to consider.

Using these criteria, differences between the groups are discussed for 16 items.

Beginning teachers ranked the following items more highly than did other groups:

- ability to effectively discipline pupils
- ability to prepare a Current Curriculum Program
- ability to plan work programs
- confidence in ability to perform teaching tasks.

Probably the most striking difference between beginning teachers and the other groups is in the beginning teachers' ranking of *ability to effectively discipline pupils*. Beginning teachers felt this was the most important quality. On the other hand, it was seen as only twenty-fifth most important by lecturers. The concern of beginning teachers for being able to discipline pupils is apparently not shared by all of the other groups, with lecturers showing the least concern.

There was also a striking difference between beginning teachers and other groups in the importance given to being able to prepare a Current Curriculum Program. This item was ranked fifth by beginning teachers, but only fourteenth to twenty-third by the other groups. It could be argued, then, that beginning teachers have a concern for knowing how to prepare a Current Curriculum Program, which is not shared to the same extent by lecturers, inspectors, principals or experienced teachers. This is also true, to a lesser extent, for planning work programs and for self-confidence.

The following desired qualities of beginning primary teachers tended to be ranked more highly by inspectors and principals than by the other groups:

- industrious approach to teaching
- willingness to participate in professional development activities
- recognition of need to be punctual
- concern for personal appearance
- high standard of personal morality.

It should be noted that, although the last two items above were ranked higher by principals and inspectors than by lecturers or teachers, they were not highly ranked by any group. Of the above items, the most noticeable difference between principals and inspectors and the others occurs in their ranking of *industrious approach to teaching*. This quality of a new teacher was ranked sixth by both inspectors and principals, but only twenty-eighth by lecturers and thirtieth by beginning teachers.

Conversely, *flexibility in approach to teaching* was given a lower priority by inspectors and principals than by teachers and lecturers.

Lecturers tended to rank the following items more highly than did the other educators:

- ability to provide an appropriate atmosphere for learning
- skill in interpersonal relationships

- background knowledge of subject matter of primary school curricula
- ability to cater for individual differences in pupils
- knowledge of child growth and development.

On the other hand, lecturers considered willingness to accept advice and guidance to be of lower priority than did the others.

It can be seen that two of the items ranked more highly by lecturers were concerned with pupil learning, while two others were related to the knowledge which the beginning primary teacher can bring to the classroom situation.

Two other interesting points can be made in general about the rankings. Firstly, principals and inspectors tended to agree, more than any other two groups, in their rank-orderings of the items. This is hardly surprising given the background of the inspectors. Secondly, the experienced teachers rarely ranked an item as a higher or lower priority than all of the other groups. That is, they tended to take the middle ground between the positions of the other educators.

The rankings discussed above indicate the priorities that a number of relevant groups give to the list of qualities of beginning primary teachers. They do not reflect, however, the importance, in absolute terms, accorded to each quality.

For example, knowing that an item is ranked seventeenth gives little indication of whether the item is considered to be an essential, moderately important or unimportant quality of a beginning primary teacher. To show this, the mean item score is most appropriate.

Exploring the Major Dimensions being measured by the Items

Before examining the individual item means, it was decided to investigate if the items were measuring a number of underlying dimensions of beginning teacher qualities.

To investigate the underlying dimensions of teacher qualities being measured, the items were factor analysed. Image factor analysis produced four factors. As reported earlier, a six factor solution was derived from a factor analysis of the trial stage of the items. As was to have been expected, there was some discrepancy between the two factor analyses. However, the same major clusters of items appeared in both varimax-rotated solutions. A good deal of confidence can thus be placed in the stability of the factor solution. The factor analysis of the final stage produced a more elegant solution than the trial analysis. Given this, and the fact that the final analysis was based on a much larger number of cases than the trial (703 vs 185), it was decided to adopt the four factor solution for further consideration.

The results for the four factor solution are shown in Table 3.5.

Table 3.5 Factors derived from 'Desirable Characteristics of a Beginning Primary Teacher' Questionnaire

<u>Factor 1</u>	<u>Loading</u>
<u>Techniques of Teaching</u>	
2. Ability to prepare a Current Curriculum Program	.56
4. Ability to effectively discipline pupils	.37
5. Knowledge of evaluation techniques	.57
9. Knowledge of basic classroom management procedures	.50
12. Knowledge of teaching methods in major curriculum areas	.56
17. Familiarity with curriculum guides, their aims and objectives	.57
19. Prior practical experience in a variety of teaching situations	.41
23. Skill in using questioning techniques	.51
27. Ability to cater for individual differences in pupils*	.42
30. Ability to plan work programs	.63
34. Ability to carry out school administrative procedures	.36
36. Possession of a range of teaching techniques	.45

Table 3.5 (contd)

42.	Broad, general knowledge**	.29
43.	Background knowledge of subject matter of primary school curricula (e.g. Maths concepts, Scientific facts)	.43
Factor 2		
<u>Professional Qualities</u>		
10.	Ability to work in co-operation with other members of staff	.37
13.	Recognition of need to be punctual	.64
14.	Proficiency in use of English (including fluent speech)	.42
15.	Willingness to accept advice and guidance	.53
16.	Awareness of professional responsibilities associated with being a teacher	.39
22.	Readiness to seek advice	.39
28.	Willingness to become involved in extra-curricular activities	.43
29.	Industrious approach to teaching	.51
31.	High standard of personal morality	.57
38.	Concern for personal appearance	.64
41.	Ability to write clearly on the blackboard*	.46
Factor 3		
<u>Personal Characteristics</u>		
3.	Skill in interpersonal relationships	.43
6.	Genuine interest in and liking for children	.43
7.	Warm approach	.44
11.	Enthusiasm in carrying out teaching role*	.42
18.	Commitment to teaching	.36
20.	Sense of humour	.46
21.	Flexibility in approach to teaching	.49
25.	Confidence in ability to perform teaching tasks	.38
26.	Ability to provide an appropriate atmosphere for learning*	.43
33.	Patience and self-control	.45
37.	Resilience in face of failure	.42
40.	Respect for opinions of others	.38
44.	Ability to communicate effectively with children	.44
Factor 4		
<u>Knowledge Base for Teaching</u>		
1.	Willingness to participate in professional development activities	.36
8.	Good results from pre-service course	.38
24.	Knowledge of child growth and development*	.42
32.	Awareness of social and cultural influences on educational practices	.48
35.	Understanding of organisation and administration of education in Queensland	.47
39.	Knowledge of theories underpinning educational practice	.54
45.	Interest in pursuing further academic study	.50

* Items having salient loading ($> .35$) on more than one factor. Items placed with the factor on which they had the highest loading.

** Item 42 did not load highly on any factor. It was placed with Factor 1 as this was the factor on which it had the highest loading.

The names given to each of the factors should be regarded as tentative. They are, however, meant to suggest the essence of the items which make up each of the factors.

The items which load highly on the first factor refer, in the main, to technical skills of teaching or Techniques of Teaching. Most of the items are concerned with the ability of the teacher to be an effective classroom practitioner. The factor provides an overall measure of Techniques of Teaching, including the qualities of preparation, discipline, evaluation, questioning skills, individual differences and school administrative tasks.

The interpretation and naming of the second factor is not as clearcut as the first. Items such as recognition of need to be punctual, high standard of personal morality, and concern for personal appearance, might well be regarded as measuring traditional or conservative values associated with teaching. On the other hand, ability to work in co-operation with other members of staff, willingness to accept advice and guidance and readiness to seek advice can not be classified so easily in this way. It could be argued, however, that the items identified with Factor 2 are all measuring Professional Qualities associated with being a teacher. Thus, those items previously mentioned, together with items such as willingness to become involved in extra-curricular activities, industrious approach to teaching and awareness of professional responsibilities associated with being a teacher might all be legitimately regarded as professional aspects of the teacher's role.

The third factor has been labelled Personal Characteristics. Its constituent items are concerned mainly with those qualities which could be used to characterise people in general, not just teachers. There is, nonetheless, some contamination from 'teacher' items. In particular, ability to provide an appropriate atmosphere for learning, flexibility in approach to teaching and, to a lesser extent, enthusiasm in carrying out the teaching role, commitment to teaching, and confidence in ability to perform teaching tasks could be regarded as teacher-specific items, rather than as general personality characteristics.

The teacher characteristics comprising the fourth factor also form a meaningful cluster. It can be seen that, in general, the items imply the teacher's having a strong grasp of the theories and knowledge used to influence educational practice. Moreover, the inclusion of the items willingness to participate in professional development activities and interest in pursuing further academic study imply that the factor is also measuring a professional development component of teacher qualities. For reference purposes, Factor 4 has been named Knowledge Base for Teaching.

The four factors described above are by no means clearly defined. While care should be exercised in interpreting a factor score based on summing the scores of the items comprising a given factor, the factors do provide a convenient and useful means of grouping the items when the ratings given by the various groups are discussed.

The Importance of the Factors and of Individual Items

The mean scores on each of the scales identified by factor analysis may be examined to determine, in general terms, the importance placed on each of the clusters of beginning teacher qualities. Scale scores are calculated by summing the mean scores for the items associated with a particular factor. To preserve the same unit of measurement for the factors as the items, the score obtained is then divided by the number of items comprising the factor.

The mean scale scores are shown in Table 3.6.

Table 3.6 Mean Scale Scores for Each Group

Factor	LECTURERS	INSPECTORS	PRINCIPALS	EXPERIENCED TEACHERS	BEGINNING TEACHERS
Techniques of Teaching	3.92	3.75	3.80	3.84	4.11
Professional Qualities	3.69	4.09	4.07	3.92	3.85
Personal Characteristics	4.22	4.22	4.10	4.22	4.33
Knowledge Base for Teaching	3.39	3.20	3.21	3.05	3.05

Table 3.6 shows that overall and within each group, Personal Characteristics were judged to be the most important qualities of a beginning primary teacher. In each case, the mean score for this scale was more than 4, indicating that, on average, those Personal Characteristics in the list were judged to be between very important and essential to being an effective first year teacher.

Beginning teachers also rated Techniques of Teaching as being between very important and essential. Thus, it can be seen that first year teachers placed more emphasis on having a sound grasp of classroom teaching techniques than did the

other groups. Although there was a tendency for the other groups to rate Techniques of Teaching as very important, in no case did the average score reach four.

On the other hand, inspectors and principals considered Professional Qualities as slightly more than very important. Lecturers rated this set of qualities the lowest at 3.69, that is between moderately important and very important.

It was generally agreed that having a Knowledge Base for Teaching was less important than the other three super-categories of qualities. Nonetheless, having a sound knowledge base from which to teach was considered to be at least moderately important for being a successful first year teacher. The lowest rating for this scale was given by teachers, and the highest, not surprisingly, by lecturers.

In addition to considering the importance placed on the scales or sets of categories by each of the groups, it is also of interest to examine the ratings given to individual items. These are shown in Tables 3.7 to 3.10. For ease of interpretation, the items are arranged by factors.

Table 3.7 Mean Scores for Factor 1 (Techniques of Teaching) and its constituent items, for each group

	LECTURERS	INSPECTORS	PRINCIPALS	EXPERIENCED TEACHERS	BEGINNING TEACHERS
Techniques of Teaching (Total)	3.92	3.75	3.80	3.84	4.11
2. Ability to prepare a Current Curriculum Program	4.11	3.94	4.09	4.01	4.43
4. Ability to effectively discipline pupils	3.93	4.16	4.23	4.40	4.77
5. Knowledge of evaluation techniques	3.86	3.78	3.80	3.74	4.16
9. Knowledge of basic classroom management procedures	4.03	4.00	3.93	3.96	4.07
12. Knowledge of teaching methods in major curriculum areas	4.23	4.06	4.10	4.21	4.32
17. Familiarity with curriculum guides, their aims and objectives	3.95	3.97	4.02	3.98	3.97
19. Prior practical experience in a variety of teaching situations	3.66	3.50	3.39	3.57	4.02
23. Skill in using questioning techniques	3.78	3.59	3.71	3.87	4.09
27. Ability to cater for individual differences in pupils	4.20	3.56	3.87	3.89	4.20
30. Ability to plan work programs	4.10	3.91	4.05	3.99	4.35
34. Ability to carry out school administrative procedures	2.87	2.66	2.94	2.89	3.15
36. Possession of a range of teaching techniques	4.01	3.63	3.63	3.64	4.02
42. Broad, general knowledge	3.79	3.78	3.51	3.73	3.90
43. Background knowledge of subject matter of primary school curricula (e.g. Maths concepts, Scientific facts)	4.20	3.94	3.95	3.93	4.06

Table 3.7 shows that, of the 14 items within the Techniques of Teaching factor, seven are considered by each of the groups as at least very important. These are items 2, 4, 9, 12, 17, 30, 43. The extremely high rating of 4.77 given by first year teachers to ability to effectively discipline pupils indicates the very high importance that beginning teachers place on discipline.

Of the remaining items within the first factor, beginning teachers also considered knowledge of evaluation techniques, prior practical experience in a variety of teaching situations, ability to cater for individual differences in pupils, possession of a range of teaching techniques, and background knowledge of subject matter to be very important qualities of first year primary teachers. It is clear that first year primary teachers themselves feel that practical classroom interaction skills are very important. The other groups also see these skills as important, but not quite to the same extent as does the new teacher.

One item in the first factor stood out as being less important than the others. This was ability to carry out school administrative procedures. While, on average, the first year teachers considered this a moderately important quality, the other groups rated its importance as between slight and moderate.

Table 3.8 Mean Scores for Factor 2 (Professional Qualities) and its constituent items, for each group

	LECTURERS	INSPECTORS	PRINCIPALS	EXPERIENCED TEACHERS	BEGINNING TEACHERS
Professional Qualities (Total)	3.69	4.09	4.07	3.92	3.85
10. Ability to work in co-operation with other members of staff	3.93	3.88	4.05	3.98	3.87
13. Recognition of need to be punctual	3.45	4.00	4.15	3.94	3.67
14. Proficiency in use of English (including fluent speech)	4.26	4.25	4.23	4.34	4.21
15. Willingness to accept advice and guidance	3.93	4.56	4.46	4.17	4.40
16. Awareness of professional responsibilities associated with being a teacher	3.98	4.38	4.12	4.18	4.12
22. Readiness to seek advice	4.10	4.34	4.31	4.13	4.26
28. Willingness to become involved in extra-curricular activities	3.30	3.77	3.69	3.20	3.26
29. Industrious approach to teaching	3.91	4.50	4.32	4.15	3.96
31. High standard of personal morality	3.14	3.91	3.88	3.61	3.22
38. Concern for personal appearance	3.24	3.84	3.95	3.68	3.55
41. Ability to write clearly on the blackboard	3.41	3.59	3.66	3.74	3.72

In general, Table 3.8 shows that items in the second factor were seen, on average, to be very important to being a successful first year primary teacher.

However, a number of qualities were considered to be of between moderate and great importance. These included:

- recognition of need to be punctual
- willingness to become involved in extra-curricular activities
- concern for personal appearance
- ability to write clearly on the blackboard.

Having a high standard of personal morality was considered very important by principals and inspectors, but only of moderate importance by lecturers and beginning teachers.

Table 3.9 Mean Scores for Factor 3 (Personal Characteristics) and its constituent items, for each group

	LECTURERS	INSPECTORS	PRINCIPALS	EXPERIENCED TEACHERS	BEGINNING TEACHERS
Personal Characteristics (Total)	4.22	4.22	4.10	4.22	4.33
3. Skill in interpersonal relationships	4.24	4.16	3.74	3.99	4.22
6. Genuine interest in and liking for children	4.64	4.72	4.63	4.68	4.66
7. Warm approach	4.18	4.44	4.11	4.17	4.21
11. Enthusiasm in carrying out teaching role	4.39	4.66	4.50	4.45	4.41
18. Commitment to teaching	4.38	4.59	4.44	4.33	4.34
20. Sense of humour	3.66	3.47	3.54	3.95	3.99
21. Flexibility in approach to teaching	4.17	3.88	3.82	4.06	4.27
25. Confidence in ability to perform teaching tasks	3.90	3.59	3.79	3.82	4.25
26. Ability to provide an appropriate atmosphere for learning	4.36	4.09	4.04	4.09	4.34
33. Patience and self-control	4.22	4.34	4.29	4.43	4.65
37. Resilience in face of failure	4.02	4.03	3.95	4.12	4.26
40. Respect for opinions of others	3.92	4.09	3.94	4.06	3.99
44. Ability to communicate effectively with children	4.75	4.75	4.49	4.66	4.74

As with the items in the first two factors, Table 3.9 shows that the items associated with Factor 3 were also thought to be of great importance. Indeed, there were a number of items on which the mean score was considerably higher than 4. These qualities, which were considered very important to essential for being a successful beginning primary teacher were:

- genuine interest in and liking for children
- enthusiasm in carrying out teaching role
- patience and self-control
- ability to communicate effectively with children.

It is also of interest to note that beginning teachers considered confidence to be very important to essential, while the others felt that this was of moderate to great importance.

Table 3.10 Mean Scores for Factor 4 (Knowledge Base for Teaching) and its constituent items, for each group

	LECTURERS	INSPECTORS	PRINCIPALS	EXPERIENCED TEACHERS	BEGINNING TEACHERS
Knowledge Base for Teaching (Total)	3.39	3.20	3.21	3.05	3.05
1. Willingness to participate in professional development activities	3.87	4.16	4.10	3.57	3.40
8. Good results from pre-service course	3.21	3.28	2.99	2.86	2.87
24. Knowledge of child growth and development	4.05	3.69	3.54	3.69	3.62
32. Awareness of social and cultural influences on educational practices	3.54	3.03	3.33	3.34	3.38
35. Understanding of organisation and administration of education in Queensland	2.55	2.19	2.59	2.43	2.52
39. Knowledge of theories underpinning educational practice	3.46	3.19	3.11	2.95	2.92
45. Interest in pursuing further academic study	3.07	2.88	2.81	2.52	2.62

The mean scores of the items associated with Factor 4, Knowledge Base for Teaching, tended to be lower than items associated with the other factors. There was a good deal of variation in the mean scores of the various groups.

The only items in which the mean score of any group was 4, indicating great importance, were:

- willingness to participate in professional development activities, by inspectors and principals
- knowledge of child growth and development, by lecturers.

Understanding of organisation and administration of education in Queensland was considered to be of only slight to moderate importance. All groups except lecturers thought that interest in pursuing further academic study was a less than moderately important desirable quality of a first year teacher.

The remaining items tended to be considered of between moderate and great importance.

The mean ratings given above indicate that all but three items in the list were considered as of at least moderate importance to being a successful beginning primary teacher. These were:

- ability to carry out school administrative procedures
- interest in pursuing further academic study
- understanding of organisation and administration of education in Queensland.

Indeed, 23 of the 45 qualities in the list were considered to be at least very important to being a successful beginning primary teacher.

Other Items added to List

In addition to rating the 45 items presented, respondents were invited to list any other qualities they considered were desirable in a beginning primary teacher.

Most of the responses to this question could be categorised as particular examples of the qualities listed in the 45 items. There were, however, two additional qualities which were mentioned a number of times. These were ability to communicate effectively with parents, and ability to evaluate one's own teaching.

Discussion

While there were differences among the groups, the results show that there was a good deal of consensus among those surveyed as to the desirable qualities expected of beginning primary teachers.

Given this degree of consensus, it would be significant to ascertain to what extent beginning teachers in Queensland primary schools possess the important qualities identified by the groups of educators. A serious mismatch between ideal and actual would indicate areas in a teacher's development to which more attention could be given.

The results do point, however, to one area of a primary teacher's preparation that might be given more emphasis. This is in assisting prospective primary teachers in the development of classroom teaching skills. In particular, there appears to be a need among first year primary teachers for greater skills in classroom management for effective discipline, and to a lesser extent, in preparing a Current Curriculum Program. The Phase II results reinforce this conclusion. Two of the three most desirable topics which beginning teachers considered should be included in an induction program were planning a Current Curriculum Program and handling of children with behaviour problems. On the other hand, staff in tertiary institutions responsible for preparing primary teachers consider these aspects of a teacher's preparation to be of much less importance.

This leads to a further issue arising out of the results. That is, where and how should the highly desirable qualities be developed? Should they be developed mainly in the tertiary institution, or mainly in induction programs that beginning teachers undertake after completing the first phase of their formal education? There is, of course, no clearcut answer. Some of the desirable qualities, such as knowledge of child growth and development, are probably most appropriately developed in a college of teacher education or advanced education. Others, such as ability to work in co-operation with other members of staff, might be more easily developed by an induction program provided by the school to which the beginning teacher is first appointed. The general principle behind some teaching skills might be developed in college, but helping teachers put the skill into practice in a specific situation would be considered to be a function of an induction program.

For example, student teachers might be expected to gain an understanding of the principles underlying effective discipline techniques, and shown how to implement them as part of their college preparation. There is no pre-service experience, however, which can substitute for the reality of the teacher's being given full responsibility for his own class for the first time. Planned induction programs may assist the new teacher in developing his discipline skills in a classroom situation.

The same argument could be used for other items in the list. That is, the college has the responsibility to provide the general principles of the teaching technique, to show its students how to implement the technique and even to give practice in applying the skill. The individual school provides for the teacher to develop these skills for use in particular situations.

This is not to say that all of the qualities should be developed in this manner. As previously mentioned, some qualities may be more appropriately developed in the college, while others may be more appropriately developed in the individual school.

It could be argued, further, that some of the qualities cannot be easily developed after the student has commenced college preparation. That is, certain of the characteristics identified as highly desirable may have developed to their full extent in the student by the time that she is of an age to enter tertiary education. If this is true, then there are implications in the results for the selection of student teachers. For example if a genuine interest in and liking for children cannot be developed in students after they have reached 18, then colleges in which teachers are educated might give consideration to using this as a possible guide for selecting

student teachers. The problem of how to validly and reliably measure the various personal qualities is a further issue that would need to be considered if they were used in any way for selection purposes.

Finally, the results of the project may have implications for employing authorities. While the various employing authorities will have differing needs, they might consider the extent to which those qualities identified as highly desirable should be used as a guide for selecting beginning primary teachers.

Summary of Phase III

A list of desirable qualities of beginning primary teachers was compiled from open-ended responses by lecturers, inspectors, principals, experienced teachers and beginning teachers to an invitation to supply these qualities. After trialling and modification, the list of 45 items was rated by a larger sample of each of these groups.

The results indicated that, over all the groups, the most important qualities expected of a beginning primary teacher were:

- . ability to communicate effectively with children
- . genuine interest in and liking for children
- . enthusiasm in carrying out teaching role
- . commitment to teaching
- . patience and self-control.

The major differences between the groups in terms of priorities appeared to be that first year teachers considered skills required for being an effective classroom practitioner ranked higher in the list of priorities than did the other groups. In particular, they felt ability to effectively discipline pupils and ability to prepare a Current Curriculum Program to be more important than lecturers, principals, inspectors or experienced teachers.

To determine the major dimensions being measured by the 45 items, factor analysis was performed. The four factors extracted were labelled Techniques of Teaching, Professional Qualities, Personal Characteristics and Knowledge Base for Teaching. In general, Personal Characteristics were seen as the most important qualities expected of beginning primary teachers. Having a Knowledge Base for Teaching was seen as the least important, although this was still considered to be of at least moderate importance.

All but three of the items in the list were seen to be of at least moderate importance to being a successful beginning primary teacher. These items were:

- . ability to carry out school administrative procedures
- . interest in pursuing further academic study
- . understanding of organisation and administration of education in Queensland.

REVIEW OF THE LITERATURE CONCERNING BEGINNING TEACHERS

AND INDUCTION

Scope of studies and articles:

Whatever the term used in the literature - "beginning teacher", "ex-student", "probationer", or "neophyte" - it is obvious that a teacher spending his first full year in a classroom is considered as having special needs. Suddenly, the supportive climate of the teacher education institution has given way to a new and challenging, if sometimes threatening, environment; this creates a series of changes in behaviour, personality adjustments and new awareness levels. Because the beginning teacher is such an interesting phenomenon, current research and educational thought are starting to focus on him more meaningfully.

(i) Existing induction programs:

Many articles dealt with the types of induction programs that already existed to help the beginning teacher adapt to his new surroundings and perform efficiently as a teacher. These "programs" range from handouts to new teachers, to the availability of counsellors, to visits to the school before the school year starts, to in-service seminars. Part of the Tisher et al. study (1978) involved gathering an overview of the variety of induction procedures in existence. In Campbell's study (1974), beginning teachers were asked to rate various kinds of in-service advice and guidance. The extensive Liverpool-Northumberland pilot schemes of induction developed from the James Report (1972) have been well documented, including articles by McCabe (1975), Phillips (1975), and Lambert (1977), and in the 1976 Department of Education and Science Report on Education - "Helping new Teachers: the Induction Year". Bouchard and Hull (1970) investigated the problems that occurred in the induction of beginning teachers, as also did Lewis and Green (1978). Styles (1978) commented on a London scheme to help probationers, while Goodridge (1978) made an analysis of teacher induction in Western Australia.

(ii) Problems of beginning teachers:

Educators in general are concerned with the plight of the first-year-out teacher and many attempts have been made to discover how to help him. Some of these attempts were reported by the London Department of Education and Science Report on Education - Probationary Teachers, (No. 68), the Western Australian Education Department (Report - October 1977) and by a committee chosen by the Teachers Union Executive in Western Australia (Report - June 1978). Anstee (1976) and Gaede (1978) examined the question of how best to assist the young graduates. An article by Woloch and six other ex-students (1977) made recommendations for improving teacher induction. Bennett (1978) looked at the needs of beginning teachers in Western Australia. Release time and its effects on the probationer were examined by Bradley and Eggleston (1976) and Phillips (1975) in their studies of the English situation. Scriven and Shaw (1977) reviewed the problems encountered by Queensland beginning teachers in their first year in a classroom. Otto et al. (1979) also examined the problems of the beginning teacher in Queensland. Janet Newberry looked at how the first year effects the beginning teacher (1977), and the type of relationship that existed between beginning and experienced teacher (1978). Some associations and institutions have even produced written guidelines to ease the beginning teacher's entry into the profession; the National Association of Secondary School Principals in America produced a set of guidelines for Principals (1969), and Stokes (1979) has made suggestions on the role of principals; on the local scene, the Kelvin Grove College Monograph - "Teaching: First Year Out" (1977) is a publication designed to assist the new graduate.

(iii) Relationship between College and Classroom:

Tisher et al. (1978) related the induction year with pre-service training by documenting the nature of the beginning teacher's entry into the profession. Coulter (1979) proceeded along similar lines by relating the student's practical teaching to his later professional self-perception. Another Australian study by

Young (1979) examined the impact of the block teaching practice and the subsequent induction period on the students' perceptions of their teaching competence.

(iv) Competencies of beginning teachers:

Some overseas studies were concerned with examining what should be required of beginning teachers in an effort towards establishing guidelines for initial certification. Examples of this approach being used in America can be found in the Adams et al. study (1978), and the report by Orlosky (1977) of a Californian experiment. These studies mostly involved finding out what were the desirable characteristics of a beginning teacher. Others were reported by Battersby (1977), Abelson (1974), and by Johnson et al. (1978). Lynch and Kuehl (1977) examined how beginning teachers perceived their own competencies. The Mount Gravatt College of Advanced Education (1977) presented a report of an examination into the real and ideal competencies of beginning teachers.

Methods used:

(i) Questionnaire:

Many and varied procedures have been used in examining the nature of induction and the particular situation of the beginning teacher. Sometimes, several procedures have been used within the one study. It appears that the most common form of methodology adopted involved the questionnaire approach, though this had many variations. The most popular form seems to be a rating of teacher competency statements (Adams et al., 1978; Lynch and Kuehl, 1977; Young, 1979; Johnson et al., 1978; Otto et al., 1979; Campbell and Evans, 1979; Gaede, 1978; and the Mount Gravatt College of Advanced Education study, 1977). Questionnaires have also been used to develop a checklist of teacher competencies which were later analysed (Abelson, 1974; Adams et al., 1978; Battersby, 1977). Anstee (1976) used a questionnaire to examine the problem areas of beginning teachers.

The questionnaire approach was also employed in discovering what probationer policies and practices existed (Tisher et al., 1978; Campbell, 1974; Scriven and Shaw, 1977; W.A. Education Department, 1977; D.E.S. Report No. 68, 1971).

(ii) Interviews:

Interviews were often carried out with a sub-sample of the original group to supplement information obtained from the questionnaires (Tisher et al., 1978; Scriven and Shaw, 1977; Campbell and Evans, 1979; Young, 1979; D.E.S. Report No. 68, 1971; W.A. Education Department, 1977). Some studies used the interview method alone to gather information (Teacher Education Res. Center, 1979; Janet Newberry, 1977; Lewis and Green, 1978; Bouchard and Hull, 1970; Teachers Union Executive (W.A.), 1978). In Tisher's research, one person was responsible for visiting all Australian States and territories to gain information from educators involved with beginning teachers. The observation method was used by Orlosky (1977) to find characteristics of effective and ineffective beginning teachers, and by Coulter (1979) to evaluate practice teaching lessons.

(iii) Description of field studies:

Much that has been written on induction involves the description and/or examination of field studies. Included here are those concerning induction programs in England (Styles, 1978; Phillips, 1975; Lambert, 1977; McCabe, 1975; D.E.S. Report, 1976; Bradley and Eggleston, 1975), Canada (Janet Newberry, 1978), America (N.A.S.S.P., 1969) and Australia (Philp and Campbell, 1977; Goodridge, 1978). However the field studies represent the opposite end of the spectrum from those identifying ideal competencies of beginning teachers.

Findings:

(i) Desirable characteristics:

(a) Academically oriented skills:

In order for pupils to engage in meaningful learning activities with maximum effect, the teacher needs to possess a highly-developed repertoire of skills, knowledge and attitudes which are beneficial to the learning process. One of the major desirable competencies identified in the literature is the ability to individualise learning and to diagnose the individual learner's needs (Philp and Campbell, 1977; Orlosky, 1977; Campbell and Evans, 1979; Johnson et al., 1978). However, this ability is often seen to be one of the most difficult for beginning teachers to master. Taylor and Dale (1971), Tisher et al. (1978), and Lynch et al. (1977) found that the major problem for beginning teachers was in dealing with groups with a wide range of abilities. Ten per cent of respondents in the project discussed in D.E.S. Report No. 68 stated they had no previous knowledge of unstreamed classes. Teaching immigrants and teaching slow learners were considered to be major problems for more than 25 per cent of the beginning teachers in Tisher's study. The ability to organise group work was seen to be highly desirable, but it was also an area where beginning teachers experienced many difficulties (Campbell and Evans, 1979; Teachers Union Executive Report (W.A.), 1978; Scriven and Shaw, 1977).

The beginning teacher must be able to help pupils learn how to learn (Philp and Campbell, 1977) and to choose the appropriate learning methods and approaches to tasks and resources (Campbell and Evans, 1979). He should be able to give directions clearly so that pupils understand and to reinforce their efforts during instruction (Johnson et al., 1978).

To further aid the learning process, it was found desirable that the teacher be a proficient planner of instruction (Johnson et al., 1978); however, Campbell and Evans (1979) found that, while this is highly desired by beginning teachers, it is the least well performed of the "high ideal" skills. Scriven and Shaw (1977) reported that primary teachers experienced far more problems in planning than did secondary teachers - 55 per cent primary teachers compared with 12 per cent secondary teachers. Johnson et al. (1978) found that teachers should be competent in reviewing and assessing instructional programs, and in Tisher's study (1978), more than 25 per cent of beginning teachers claimed to be managing less than adequately in this area.

The beginning teacher needs to have a thorough grasp of his subject matter (Johnson et al., 1978; Orlosky, 1977) and the ability to teach specific skills. The teaching of reading was felt to be a major problem by a large number of the respondents in Tisher's study, while Mathematics teaching was identified by respondents in the Scriven and Shaw study as being an area for which they were ill-equipped. In the Mount Gravatt study (1977), few beginning teachers felt they were competent in the area of teaching skills, though more than 40 per cent saw these as highly desirable. Academically-oriented skills were universally regarded as most important in the Campbell and Evans study. Campbell (1974) found that beginning teachers in secondary schools felt less competent in their abilities to transmit basic skills than did those in primary schools.

Flexibility in being able to adjust teaching plans to changes in conditions as they arose was considered important (Johnson et al., 1978; Orlosky, 1977) as also was being able to use a variety of educational techniques (Johnson et al., 1978; Campbell and Evans, 1979; Mount Gravatt College of Advanced Education study, 1977). It is interesting to note that Coulter (1979) identified "flexibility" as a characteristic which disadvantages student teachers.

(b) Organisational skills:

The competency most often identified as being essential for the beginning teacher involves the control of children. Campbell and Evans (1979) found that the setting of firm rules and the use of people as models of behaviour were not much liked by beginning teachers but often done. Principals in the Mount Gravatt College of Advanced Education study saw beginning teachers as low on classroom control, though they considered this a very important skill. In Young's study (1979), both groups of beginning teachers strengthened their opinion after six months teaching that classroom discipline should be exercised mainly by rewards; however, Campbell and Evans (1979) found that establishing control by a reward system was considered to be of little importance. Orlosky (1977) considered control as an important competency and labelled it - "consistency of message".

Classroom control appears to pose major problems for beginning teachers (Campbell, 1974; Newberry, 1977; Teachers Union Executive (W.A.), 1978). However, it has been identified by Otto et al. (1979), Scriven and Shaw (1977), and Lynch and Kuehl (1977) as being a more significant problem for secondary teachers than for primary teachers. According to Philp and Campbell (1977), the beginning teacher's view on the nature of pupil control moves away from humanistic views held in college to the more custodial position held by experienced teachers.

The ability to organise a classroom and create a supportive classroom climate was identified as an important competency in several studies (Campbell and Evans, 1979; Orlosky, 1977; Mount Gravatt College of Advanced Education study, 1977; Lynch and Kuehl, 1977).

Sometimes administrative efficiency was considered important (Johnson et al., 1978; Mount Gravatt College of Advanced Education study, 1977), though these skills were universally regarded as least important in the Campbell and Evans study (1979). However, participating in school decision-making did have some advantages (Campbell and Evans, 1979; Philp and Campbell, 1977). Providing information to parents and informing them about the curriculum were considered desirable by Philp and Campbell (1977) and Campbell and Evans (1979), though involving parents directly in teaching was found by the latter two researchers to be of little importance.

(c) Personal characteristics:

It is often argued that teaching involves a certain type of person and the literature identifies those characteristics deemed important for efficiently performing this role. "Confidence" has been cited by Coulter (1979), Young (1979) and Bassett (1979) as being a major personality factor which undergoes change during the early part of a teacher's career. He needs to have the will to succeed and to accept advice (Battersby, 1977; Johnson et al., 1978). Being able to co-operate with other teachers is also seen as a necessity (Philp and Campbell, 1977; Orlosky, 1977), as is being willing to discuss problems with colleagues (Battersby, 1977). Campbell and Evans (1979) found that team teaching was a valued but not well developed skill in beginning teachers. An ability to create and/or maintain satisfactory interpersonal relationships with others was seen as vital (Johnson et al., 1978). Lynch and Kuehl (1977) found that this was an area of special strength among beginning teachers, while all respondent groups in the Campbell and Evans study (1979) judged graduates to be only moderately competent in socially-oriented skills.

(ii) Differences between views of principals and beginning teachers:

Principals most often considered that the major problem of beginning teachers was in being able to control classes (Taylor and Dale, 1971; Tisher et al., 1978; Adams et al., 1978; D.E.S. Report No. 68, 1971) while beginning teachers' most urgent needs concerned more academically-oriented skills, for example, dealing with wide ability groups (Taylor and Dale, 1971; D.E.S. Report No. 68, 1971).

Taylor and Dale (1971) saw this discrepancy of attitude as a possible source of conflict between principals and beginning teachers. Adams et al. (1978) found that principals regarded the "established" competencies as more essential to certification than did supervisors or beginning teachers and that principals placed greater emphasis on managerial and administrative abilities while the other two groups stressed instructional competencies.

(iii) Judgments of pre-service courses:

The teacher's first year in the classroom is inevitably related to the training he received in college. For this reason, beginning teachers confronted with the real situation were often highly critical of their pre-service courses. One recurring "complaint" was that their teacher education courses overemphasised theory to the detriment of practice (Tisher et al., 1978; Scriven and Shaw, 1977; Goodridge, 1978). Scriven and Shaw (1977) also found the criticism that college work was not sufficiently concerned with current curricula used in schools. In Bouchard and Hull's study (1970), 52 per cent of the respondents felt their methods courses were not very helpful in preparing them for teaching. Tisher et al. (1978) reported that 64 per cent would want to alter the methods component in some way. According to Lewis and Green (1978), the plea from the beginning teachers was for more practical guidelines and increased consultation between principals and teacher education institutions.

Most beginning teachers valued their practice teaching experience highly and would have liked a modification to or an increase in this experience (Goodridge, 1978; Scriven and Shaw, 1977; Bouchard and Hull, 1970; Lewis and Green, 1978; Tisher et al., 1978). Coulter (1979) felt that the emphasis in colleges was on the acquisition of skills rather than on recognition of the fact that teachers have different personalities, professional aspirations and teaching styles. In fact, Campbell (1974) found that the social orientation was more firmly established in the primary teacher education programs than in the secondary ones.

(iv) Occurrence of induction programs:

The nature of many induction activities has been well documented. Of the teachers in Tisher's sample, 42 per cent had professional activities organised for them, 87 per cent were briefed on the first day, and 27 per cent had reduced teaching loads. Professional discussions within the school took place for 60 per cent of Campbell and Evans' respondents, advice from departmental officials for 50 per cent, and booklets were provided by the Department for 50 per cent of beginning teachers. The Western Australian Education Department Report of October 1977 detailed the types of induction experienced by beginning teachers in that State - 25 per cent had responsibilities beyond their own classrooms, which was considered a necessary and desirable learning experience for teachers; most had received help in compiling their first set of programs; however, 39 per cent had no non-contact time and 61 per cent had less than two hours per week. Campbell (1974) reported extremely low ratings on beginning teachers' experience of formal advice and guidance. Nevertheless, he believed that even though the quantity of in-service advice and guidance was not seen to be great, its quality could have been high. Tisher et al. (1978) did not comment on quality but disagreed that there was even a quantity of induction activities in Australia.

Colleagues emerged as the most significant source of assistance for the beginning teacher (Tisher et al., 1978). Bassett (1979) referred to an unpublished study by Alexander - "Socialisation in the training period" (1977) - where 87 per cent of respondents (drawn from 43 schools in the Darling Downs region) claimed to have learnt most teaching skills in the school since employment. In the Campbell and Evans study (1979), 65 per cent claimed to have received most assistance from experienced teachers.

Reports on the teacher-tutor schemes of Liverpool and Northumberland indicated that the tutor element was very highly regarded by those involved, but outside the scheme opinion was divided (Lambert, 1977; Tisher et al., 1978). The teacher-tutor planned the use of induction times, arranged talks, seminars, and visits to other schools, discussed problems, and mediated where necessary

between new and experienced teachers (McCabe, 1975); he also organised study groups, briefed the probationer before taking up duty and tried to give him positive help based on his performance (Nat. Union of Teachers, 1975). One of the major problems of the scheme was the cost of a replacement teacher for the teacher-tutor - three-tenths of a full salary for each beginning teacher. Another was the difficulty that replacement teacher and probationer often differed considerably in personality and teaching style (Bradley and Eggleston, 1975).

How to help the beginning teacher:

(i) Pre-service program:

The literature focuses on many ways of assisting the beginning teacher's entry into the profession. The most significant of these involves making changes to the pre-service course, based on criticisms already discussed above. A closer integration of theory and practice was seen to be a necessity (Teachers Union Executive (W.A.), 1978; Western Australian Education Department, 1977; Campbell, 1974). Campbell (1974) also believed that the traditional concept of the teachers college concerning itself largely with theory should be changed to one in which paramount use is made of demonstrations, observations and analyses, and peer teaching. Many beginning teachers and educators felt the need for increased practice teaching experience (Teachers Union Executive (W.A.), 1978; Young, 1979), especially if this meant reducing the theory content in college courses (Bradley and Eggleston, 1975). It was felt that the pre-service program should include more and/or better courses on methodology (Goodridge, 1978; Campbell, 1974). The Western Australian Teachers Union Executive recommended courses on classroom control and behaviour analysis. Undoubtedly, many beginning teachers in the secondary area would have welcomed this, given the problems they acknowledged concerning control. This Report also called for assistance in programming. Coulter (1979) felt that the academic emphasis in college courses was already high and that there was a need for courses stressing the development of self-competence and a sense of personal adequacy.

It was often suggested that the teacher's first year in the classroom should not be seen as an end to his training but rather as an extension of his pre-service education. This was one of the major conclusions of the James Report in England - that the education and training of teachers should consist of three cycles: personal education, pre-service training and induction, and in-service education and training. Recommendation 17 of the Bassett Report "1978 Review: Teacher Education in Queensland" states: "The induction period should be accepted as the first critical quality control phase of in-service education" (p.iv). It should be an "... integral part of the three phase structure of diploma-induction-degree" (Recommendation 20, p.v). The Western Australian Teachers Union Executive Report also made a similar recommendation.

(ii) School:

It is the opinion of a large number of educators that the major responsibility for induction should lie with the school. The staff should provide support and counselling (Teachers Union Executive (W.A.), 1978) and give assistance to the new teacher (W.A. Education Department, 1977). Information needs to be made available on the functioning of the school (Scriven and Shaw, 1977; Teachers Union Executive (W.A.), 1978) and the beginning teacher should not be given a difficult class (Goodridge, 1978) or a less academically capable one (Teachers Union Executive (W.A.), 1978). The Bassett Report recommended that the school's induction program should provide specific information on the school and the community which capitalises on the beginning teacher's previous training and assists him to deal in a practical way with class management, curriculum planning, teaching methods, and other facets of his teaching (Recommendation 20, p.v). The literature contains many more suggestions for the effective induction of the beginning teacher by the school (D.E.S. Report No. 68, 1971; W.A. Education Department, 1977; Campbell, 1974; Hewitson, 1979; Anstee, 1976; Stokes, 1976; Bennett, 1978; Scriven and Shaw, 1977; Goodridge, 1978; Nat. Union of Teachers (London), 1975; Lambert, 1977b; Woloch et al., 1977). However, the Bassett Committee (1978) felt that it was

impossible to prescribe conditions for induction because of the substantial differences among new teachers and schools. Phillips (1975) shared this view.

(iii) Employing authority:

Some educators and researchers believed that beginning teachers should have some release-time at the beginning of their teaching career. The Teachers Union Executive Report from Western Australia suggested 20-25 per cent. Paragraph 64 of the British White Paper *A Framework for Expansion* (1972) stated that a teacher on first employment needs, and should be released part-time to profit from, a systematic program of professional initiation, guided experience and further study. The D.E.S. Report No. 89 (1977) also considered the provision of a reduced teaching load as being of significant benefit to the teacher's induction into the profession; this developed from the James Report. Bradley and Eggleston (1976) strongly supported the case for release, either supervised or unsupervised. However, they also found that beginning teachers were adamant about being regarded as full members of the staff, which to them meant taking a normal class for a normal week. The D.E.S. Report No. 84 stated that primary and infant teachers often disliked the disruption of their relationship with their classes, and in some primary schools it was difficult to find replacement staff of the required standard.

The employing authority could further assist the beginning teacher by providing a directory of advisory assistance (Lewis and Green, 1978). It could also arrange meetings with Departmental Officers (Woloch et al., 1977) and take care not to appoint beginning teachers to geographically or professionally isolated areas (Teachers Union Executive (W.A.), 1978). Earlier appointment to a school and limited transfers in the first year were seen to be important considerations for the employing authority (Teachers Union Executive (W.A.), 1978; Tisher, 1978; W.A. Education Department, 1977). The Western Australian Teachers Union Executive also suggested that the employing authority could nominate particular schools to play a special role in the induction of beginning teachers and send beginning teachers to these schools.

Conclusion:

In this literature review, no attempt has been made to include every study either from Australia or overseas, and inevitably many will have been omitted. However, given the importance of the first phase of a teacher's career, it would appear that not enough has yet been done on the beginning teacher and induction. Particularly on the Australian scene, it seems that work in this area has been limited, though induction is currently enjoying more prominence.

The literature identifies several areas in which the teacher should be competent; he must have a highly developed repertoire of teaching skills and be able to use a variety of educational techniques; he needs to know his subject matter well and be able to plan instruction so that maximum learning can take place; classroom management is another highly desired skill. And the beginning teacher needs to have certain personal characteristics like willingness to accept advice, and ability to co-operate with others.

There appears to be a lack of research linking competencies with induction, and the important question of how to marry the two has not been answered. The Board's study focuses on this gap revealed in the literature. The results of this study coupled with the optimistic view of induction gleaned from the literature will, it is hoped, help make induction, as envisaged by Tisher, a reality:

"By induction . . . a person comes to be, at a basic level, professionally competent and personally at ease in the role of teacher. The processes that typify induction are at work during pre-service preparation, they assume special importance in the first year or two of teaching, and they are continuous with the longer-term processes of professional and personal development." (Tisher, 1978, Vol. II, p.70).

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SECTION 2

CONFERENCE REPORT

INTRODUCTION

A one day conference was held at the Bardon Professional Development Centre on 25 October 1980 so that interested groups could consider the implications of the Board's research and share their ideas on induction. Inspectors, principals, experienced teachers, staff of teacher education institutions and representatives of employing authorities and parent and community groups as well as beginning teachers attended the conference. A full list of participants appears after the report of the conference.

The conference was chaired by Bill Hamilton, Chairman, Teacher Education Review Committee. Professor Betty Watts, Chairman, Board of Teacher Education, gave the opening and closing addresses.

There were five major sessions at the conference.

The first was the keynote address given by Bill Young, Chairman, Education Department, Sturt College of Advanced Education, South Australia.

In the second session, a representative from each of the groups involved in the third phase of the research project presented a short address commenting on the results of the Board's research and outlining his views on induction. A small panel of each of these groups met before the conference to discuss their ideas. The members of each group of panellists are shown below.

. College personnel -

Ken Albion, North Brisbane College of Advanced Education.
Geoff Bull, Darling Downs College of Advanced Education.
Des Fogarty, Kelvin Grove College of Advanced Education.
Bob Hardingham, McAuley College.
David Price, Mount Gravatt College of Advanced Education.

Geoff Bull acted as spokesperson for the college personnel.

. Inspectors -

Noel Adsett, Brisbane West Region.
Allen Evans, Brisbane South Region.
Fred Fowler, Brisbane West Region.
Ron Hickling, Brisbane North Region.
Clyde Lowe, Brisbane South Region.
Keith Smith, Brisbane South Region.

Allen Evans acted as spokesperson for the inspectors.

. Principals -

Neville Capra, Graceville Primary School.
Fin Lawson, Ironside Primary School.
Alan Searle, Corinda Primary School.

Fin Lawson acted as spokesperson for the principals.

. Experienced teachers -

Pat Kratzke, Brisbane South Regional Office.
Pam Verney, Bracken Ridge Primary School.

Pam Verney acted as spokesperson for the experienced teachers.

. Beginning teachers -

Robert Moscoso, Warrigal Road Primary School.
Lyndeen Walker, Albany Creek Primary School.
Robyn Wilmott, Berrinba East Primary School.

Robert Moscoso acted as spokesperson for the beginning teachers.

After the panel session, the conference participants broke into mixed discussion groups to consider the implications of the research and the points raised by the earlier speakers.

In the following session a spokesperson for each group presented the recommendations arising from the discussions.

The conference speaker, Bill Young, then commented on points raised in the panel segment and in the group reports.

The final segment of the conference consisted of a general discussion among conference participants. It was hoped that a number of recommendations for making induction more effective would emerge from this plenary session.

A report of the conference proceedings is presented below.

KEYNOTE ADDRESS

Bill Young

I have quite definite views on the various provisions for inducting new teachers into the profession: some will be shared, a number will not. The Board has provided us with a profile of what a number of professional groups deem to be desirable characteristics of beginning teachers. My purpose is to provide some perspective for considering these findings. Your task, as I see it, is to work towards deciding what each group - the training colleges, principals, experienced teachers, inspectors and the beginning teachers themselves can do to make teachers' introduction to the profession more satisfactory than it is at present. That is, I'm looking for some positive propositions arising out of the conference today which will provide direction for the induction of beginning primary school teachers.

I have rewritten the introduction to this address three times since arriving in Brisbane last Tuesday. The initial introduction was based on the latest DES report from the UK on induction and in-service provisions there. The second introduction was developed out of the Auchmuty Inquiry into Teacher Education.

These were finally passed over last night in favour of your own 1978 Review of Teacher Education in Queensland, locally referred to, I believe, as the Bassett Report.

There are four recommendations in that report dealing with induction. They offer, in my opinion, a basic framework for assisting beginning teachers which gets right to the heart of things. I couldn't find anywhere better to start than this.

Induction of Beginning Teachers

Recommendation 17:

Systematic schemes of induction need to be planned and implemented in all schools where there are beginning teachers as an essential phase of teacher development. The induction period should be accepted as the first critical quality control phase of in-service education.

Recommendation 18:

The induction of beginning teachers should be primarily the responsibility of the school itself. Assistance from outside the school in authorising action, providing resources and advice is also necessary, but this should be supportive and supplementary.

Recommendation 19:

Care should be taken by schools in planning the induction of beginning teachers to relate it as closely as possible to their course of training, and to approach it as an integral part of the three phase structure of diploma-induction-degree. To achieve this a close relationship between the training institutions and the schools should be established.

Recommendation 20:

School induction programs should provide a variety of forms of assistance to the beginning teacher which supplement his background knowledge with information of a specific kind relating to the school and its community, which capitalise on his previous training, and assist him to deal in a practical way with class management, curriculum planning, teaching method, and other facets of his teaching. The school should also protect him from unreasonable demands, encourage him, strengthen his confidence and satisfaction in his work, and respect his personal style."

There is nothing that I wanted to say in the opening address that somehow doesn't get tied up with each of these points. I wanted to move away from the various other reports that I was going to open with and come right back to your very own because I think a great deal of the basic framework from which induction provision ought to develop is encapsulated right there.

These recommendations embrace six of the fundamental components of any sound induction provisions.

- . Systematic schemes - which are planned.
- . School-based and school-focused provisions.
- . Induction which is related as closely as possible to courses of pre-service training.
- . Qualitatively different relationships between pre-service institutions and schools than currently prevail.
- . Schemes which address themselves to the foremost concerns of beginning teachers: practical classroom management and practical planning skills.
- . Schemes which are designed to build the self confidence and self esteem of the young teachers.

I believe there are some hard lessons, indeed warnings, to be had from the induction studies and schemes both here and overseas. I am going to highlight three of these.

1. There are no clear and no immediate returns for investment in teacher induction as measured by either improved pupil achievement or improved classroom practice. If we look for those both clearly and immediately, I don't think we're going to find them.
2. There are complex measurement problems associated with evaluating teacher induction provisions. What is to be evaluated? When should this be carried out? How should it be done? Is the profession in Queensland ready for the essential "hands-on" strategies involved which have teachers operating within one another's classrooms, observing, analysing, diagnosing and offering feedback? By whom will it be undertaken, and is special training necessary for these roles?
3. In the current climate of economic stringency in education funding there is a desire for accountability: quantifiable outcomes of investments and hard evidence of resources wisely allocated. Teacher induction will not provide this. If we look for it, I think we'll be disappointed.

These problems notwithstanding, there remains compelling evidence that the first year of teaching is a critical one for teacher development. Research studies show the negative impact this first year has on many teachers, and the consequences of this for self-confidence and self-esteem. It is clear that throughout this first year, many teachers need support, encouragement, and above all, opportunities to be successful.

There is a need for an induction program, tailored for the teacher in his school, with his class; a program which is in essence school-based and school-provided.

There is a need for less complexity in the beginning teacher's job specification, which must take as much (if not more) account of his teaching strengths as it does of his initial weaknesses.

1. WHAT DO WE LEARN FROM LITERATURE ON TEACHER INDUCTION?

Skimming through the literature on teacher induction, what kind of things are emerging?

- . The beginning teacher is considered to have special needs.
- . Many "induction schemes" are operating both here and abroad, all with varying degree of success (or failure). There are no answers yet.
- . The beginning teacher's initial appointment is qualitatively different from any previous experience during training - as indeed it must be.
- . There is a "gap" between the real and ideal competencies of beginning teachers.
- . Different professional groups have varying perceptions of the most desirable qualities of beginning teachers, including what these are, how, when and where these should be acquired, and whose responsibility it

should be to assist with this acquisition. At the same time, I was somewhat pleased to find, in the outcomes of the Board's findings that the various professional groups in the Queensland scene were nowhere near as far away from one another in their perceptions of what these desired qualities were.

- There is an undesirable disjunction between the three phases of a teacher's professional development (pre-service, induction and in-service education). This disjunction should be eliminated. It requires colleges and universities, schools, and Education Departments, to work in qualitatively different ways with one another than they have in the past. I've seen the beginnings of this in the last two or three days.
- Induction schemes are costly to implement, and virtually impossible to appraise in "cost effective" dollar terms.
- Selection criteria for entry to training are at best questionable, at worst useless, as predictors of later teaching success.
- The major responsibility for induction should be with the school.
- The beginning teacher should have a repertoire of teaching skills, should be able to use a variety of educational techniques, should know his subjects well, should be competent in planning and management, should reflect certain personality characteristics, be willing to accept advice, and be able to co-operate with others. These are the things that are coming out of the literature. Some of them rather tall orders for beginning teachers.

2. PROGRAMMING

A program for induction appears necessary, and this implies a co-ordinator with definite responsibilities. Support needs to be planned, sequenced, tailored and monitored towards some identified end. This calls for a colleague with time available to attend to such details. The 1978 Queensland Review recommends a chronology of the school year to structure an induction program. Three strands of an induction program are distinguished in the Review. Firstly, an orientation period for familiarising the beginning teacher with the school, the local community and the school system. This is followed by an adaptation strand which takes into account the lack of experience of the beginning teacher in terms of the complexity of his teaching load, the school size, location and so on and the range of subjects the beginning teacher is expected to teach. This, in turn, is followed by a development phase later in the first year where provision for the on-going professional growth of the beginning teacher takes place through discussions, workshops and so on. All of that is picked up in your own report.

The work of Francis Fuller and Gene Hall provides an alternative perspective on this sequence throughout the first year. The most recent formulation of this work offers a model based on measures of teachers' *stages of concerns*; that is, the different kinds of concerns that beginning teachers have at different stages of the first year. The early phase reflects preoccupation with concerns about self and many of these are non-teaching concerns. Then there is a middle phase which includes concerns about professional expectations and acceptance of self by colleagues and pupils, about one's own adequacy (grasp of subject matter and class control) and about relationships with pupils. This is followed by a late phase which includes concerns about pupils learning what is taught, about pupils learning what they need, and about one's own contribution to pupil change.

Together, these two perspectives, the one that comes through your own Board report and the work that is done by Fuller and Hall, provide a sequential focus for a teacher's first year of operation, based on what are widely agreed to be the overriding concerns at different stages of the year.

However, it's beyond question in my mind that the most important single factor underlying the success or otherwise of induction programs has been the quality of the relationship set up between the beginning teachers and those who are going to be most directly responsible for their induction program. If you get the right person, all kinds of useful things follow. If you have the wrong person, it's very difficult to get anything effective going at all.

3. REDUCED TEACHING LOAD

Throughout 1977/78 I followed approximately 150 primary students from two campuses in South Australia across their final year of training and into the first six months of their experience as beginning teachers. This induction period was seen to have distinctly negative effects on the young teachers' confidence and feelings of competence. There was a clear regression in their self-assessed teaching ability by the end of the period, compared to what prevailed at the end of a more controlled, more supportive teaching practice period in their final year. There was evidence of increased stress, and a clear need for smoother transition from initial training to teaching. A major recommendation of the study was for a more manageable set of initial teaching responsibilities for beginning teachers.

The induction period has the potential to seriously erode self-confidence. Without improvement in this phase, it appears that many gains made during initial training will be lost.

A reduced teaching load for beginning teachers has been a feature of pilot schemes in the UK, and is one of the central recommendations for the national induction model. Release-time spent in training colleges was not deemed desirable, useful or appropriate in the main by beginning teachers; additional time available at school appeared to be more valuable.

I am not persuaded at all that a reduced teaching load, in terms of actual contact hours, gets to the central issue in this regard. Far more critical, it seems to me, is the question of the appropriateness of what a beginning teacher is required to do.

Clear advantages accrue from restricting the scope of the beginning teacher's subject responsibility during the first year of teaching. This sees a beginning teacher working only in areas of demonstrated competence, as determined jointly by the principal, and the beginning teacher. Typically, this sees the beginning teacher responsible for instruction in numeracy, language skills, social education, and then only two or three of the remaining areas, comprising PE, music, drama and art. The subject not taught by the beginning teacher in the first year is left for in-service training the following year. There are problems with the induction year, there are pressures during that year, and we can simplify it somewhat by leaving off intelligently, after discussion between the beginning teacher and his principal, that area that the beginning teacher feels less competent in. He can then move into that subject area a short period later.

I would argue that without this initial restriction, the formula for frustration, dissatisfaction and nervous stress will persist, consequent upon beginning teachers being required to operate in an area of little or no skill, with unprofessional survival techniques gaining pre-eminence over informed practice. No little part of the Board's findings concerning beginning teachers' preoccupation with discipline and control techniques, and problems with curriculum program design reflect current practice in this area.

It is argued that if the aim of induction and in-service training is the development of competence, beginning teachers must enjoy a job specification which in the first instance can induce growth from a position of strength. Such a proposition has the advantage of consistency with the established practice of "major studies" central to most pre-service teacher education programs, in which students typically specialise in some curriculum areas to the almost total exclusion of others.

Such arrangements would not call for a reduction in contact time with children. They would, however, offer more time to devote to preparation, diagnosis, and remediation in areas for which the beginning teachers are responsible.

The attributes of the approach are clear and straightforward. It entails little, if any, reduction in contact hours with children, a desirable feature for beginning teachers who value this contact after three years of reading and talking about children. Obvious cost reductions are involved with less call for release

and replacement of staff. These place alternative induction programs beyond the means of many schools and many school systems.

I would argue that if the aim of induction and in-service training is the development of competence, beginning teachers must enjoy a job specification which, in the first instance, can induce growth from a position of strength. I believe this approach to induction carries promise of realising these goals. Fully developed, it could represent an attractive alternative to existing and generally cost-intensive arrangements. It's an issue I would hope you give a little thought to today.

4. BOARD FINDINGS

Consensus among Queensland's beginning teachers reflects clearly the skills they seek: their concern with effective teaching, and the planning and classroom management skills which would secure this for them. This matches Bolam's findings, viz. "The overwhelming concern of most beginning teachers is with the practicalities of their own teaching situation. Practical relevance is the principal yardstick by which they judge an induction program".*

There was a much higher degree of consensus than expected in the Board's study by all groups on the desirability of many qualities in beginning primary teachers:

- ability to communicate effectively with children
- genuine interest in and liking for children
- enthusiasm in carrying out the teaching role
- commitment to teaching
- patience and self-control
- willingness to accept advice and guidance
- ability to effectively discipline pupils
- proficiency in use of English.

In fact, if one lumps together those 45 desirable qualities, I would expect to find very little, if any, statistically significant difference between the ranking order of each of the five groups. The vast majority of those items appeared in the study, I believe, because out of all other possibilities they were deemed to be desirable. So where one might find in reading through the results, some disputes in rank order, I would think one ought to look more for the similarities between various groups than differences. The margin of difference, I believe, is not particularly significant in statistical terms.

It is interesting to note that beginning teachers rated "ability to discipline pupils" as highest in their rank order. On factor analysis Personal Characteristics were judged to be the most important qualities of a teacher overall. However, beginning teachers placed significantly more emphasis on having a sound grasp of classroom teaching techniques than did the other groups. We've got to start listening to them when they say those kinds of things.

Now, self perception is generally argued as having an interactive relationship with actual performance. It follows that the teacher who perceives himself as being competent and effective is more likely to display the personality characteristics listed as desirable in the Board's study. His criteria for assessment of competence clearly are embodied in sound classroom teaching techniques.

The Board's report suggests that in particular one area of a primary teacher's preparation be given more emphasis. This is in assisting teachers in the development of classroom skills: skills in management, and skills in program planning.

* R. Bolam, *Induction Programmes for Probationary Teachers*, Research Unit, University of Bristol, 1973.

In practice, these two skills can be given introductory and general expression only, during pre-service training. They are precisely the central focus of well designed induction programs, arising as they must from actual curriculum, a real school setting, known pupils and definite resources.

Here, I strongly agree with the report - page 33 -

"Student teachers might be expected to gain an understanding of the principles underlying effective discipline techniques, and shown how to implement them as part of their college preparation. There is no pre-service experience, however, which substitutes for the reality of the teacher being given full responsibility for his own class for the first time."

It is important to get right what properly should comprise pre-service training, what more appropriately should become part of a sound induction program, and what is best left for in-service education. One essential clue to this allocation is provided by Francis Fuller and Gene Hall, namely the concerns of the teacher at each of these stages.

Again, it is emphasised, that the task of induction is accurately to determine a beginning teacher's strengths, and to give expression to these so that he may succeed in his early teaching. An induction program should see a teacher emerging from his first year significantly more confident, more secure, and therefore more effective, than when he began. The complexity of his initial responsibilities should be reduced to encourage early teaching success.

On the basis of the data provided, it remains to reconcile, where possible, the differing perspectives obtained from each group, according each its due, but nevertheless working to secure a consistent, realistic and manageable set of recommendations for policy on induction provision.

5. DESIRABLE INGREDIENTS FOR ANY INDUCTION SCHEME

I believe there are at least seven desirable ingredients for any induction scheme.

1. Pre-service orientation: an organised period spent by each beginning teacher at the school towards the end of term before taking up duty.
2. An induction program: each school should accept responsibility for providing a program of induction for new teachers appointed to its staff.
3. Colleague support: the functions of appropriate members of staff need to be clearly allocated within a school. Designation of individuals who will assist with teacher induction represents an effective and promising innovation.
4. Regional meetings of beginning teachers: existing induction schemes, both here and overseas, affirm the very real contribution made by such gatherings - relatively open-ended arrangements through which beginning teachers learn that "their" problems are common to and being experienced by a large number of their peers, that they're not alone in some of the difficulties they're experiencing. To bring them simply together with very little more on the agenda than having them see that, has a very positive effect within the first term.
5. Restricted initial teaching responsibilities: A reduction in the complexity of the first several months following appointment.
6. Time: for new teachers and for those who are to help them. There is considerable agreement that whatever the logistic problems, time taken for effective induction is more than justified by its impact on subsequent performance.
7. Departmental provision for induction: those responsible for ensuring that satisfactory provision is made for induction need to be convinced of its essential nature and to make provision for it.

The Board's Report reflects such a conviction. I've summarised its findings on qualities of beginning teachers, and have suggested some provisions which may secure these. The rest is up to you. It remains your task today to examine how this can be done.

PANEL SEGMENT

THE LECTURERS' VIEW

Geoff Bull

My presentation takes two sections, the first of which is a summary of the comments that the group that I was involved with has made directed towards the report itself that's prepared by the Teacher Education Review Committee; and then after that a summary of the comments about induction itself and the possible roles that the colleges might play in induction.

The first section, then, on comments about the report itself. The first and perhaps the most important response to the report itself by the group that I represent was the overriding view that the report should be seen in the correct light. That is, an intent to summarise some present data in the Queensland scene and to provoke discussion. We saw it as very important that it wouldn't be seen as simply a document which was meant to produce very defensive remarks from all the groups involved such as, "Well, this is our excuse for not doing that", or "This is your fault" and so forth. So we want to, first of all, ensure that that was our response to the document. We felt that it was important for other people who might read the document, however, not to interpret it in ways which might apportion blame to various groups, because we felt that would be most counter-productive.

There was some support within the group for considering some of the data in the document old, in the sense that the colleges, or most of them anyway, have in the last 12 to 18 months made substantial changes in their programs. These changes, in fact, do go along with some of the suggestions that you could pull out of the document. By these I mean there have been quite a lot of revisions of courses conducted on the basis of close contact with classroom teachers, and a number of colleges have also much more closely placed their courses within schools rather than just college-based courses. It's very strongly felt by some of the members of the group that we should make that comment, although it is in some respects the very type of defensive comment that I said I would try not to make. However, having said that, I just want to suggest that we felt that colleges should continue to look at individual courses and programs because we feel we have a long way to go. In fact, you only have to look down some of the tables in that document ("The Induction of Beginning Primary Teachers") to see that the beginning teachers realise, as we realise, that we have quite a way to go. So we're certainly wanting to accept, perhaps, some of the directions that beginning teachers are giving us.

Hopefully, nobody will be tempted to draw any unwarranted conclusions from the information so far, and my group has suggested to me that I just draw your attention to three places in this document which may give you some ideas as to where you may be tempted.

Table 3.3, first of all, shows a rating of seven for the ability to effectively discipline pupils, and yet the same table shows a rating of 22 for knowledge of basic classroom management procedures. Now, the group's reaction to that was, "We wonder what the difference between those two things really is". Is it, amongst other things, a semantic difference? That is, five different groups of people reacting in different ways to words which may be describing the same thing. They may, as I believe however, be quite qualitatively different, but others may not see them that way. So we simply say that perhaps those ratings should not be taken literally.

Secondly, Table 2.15 on opinions as to who should conduct induction shows that experienced teachers are most favoured (48.8 per cent); a combination of principals and college lecturers are next favoured with 9.3 per cent, but then there's a very large proportion (26 per cent) denoted by simply "other". We felt that perhaps there could very well be some important indicators in those "others" that could lead us to some rather interesting suggestions for induction and I will come back to that a little later on.

Thirdly, many items either are, or I suspect would be, rated similarly by all teachers, not just beginning teachers. I'm referring to, for example, help with the preparation of CCPs. I suspect that most experienced teachers like myself would dearly love to be given assistance with that. So some of the identifiable areas may be common to all teachers, not just beginning teachers.

The last one in this area, and I've left it till last purposefully, is that there is, we think, a tremendous amount of agreement across the five groups on what the problems are. I think that's a very important thing to keep in mind because it's not pointing to differences really. It's pointing to similarities and that is quite different from other documents in other countries, where the differences between those five groups have been very large.

The second part, then, is comments about induction itself, and about the possible roles of colleges in induction. The group, first of all, wanted to perhaps challenge the whole idea of induction in that it's possible to look at beginning teachers in quite a different way from the way in which the review suggests that you might. For example, the beginning teacher might be seen as a person who is entering the teaching profession at the height of his or her enthusiasm, and with the greatest commitment to teaching that he or she might ever have. So that induction may not be seen simply as a problem of overcoming perceived deficiencies, but of making use of and channelling already achieved qualities. There may be abilities that beginning teachers have that are very, very strong. I suspect there are. It may be that induction needs to be looked at in this light, as well as in the light of, perhaps, skills that they don't have.

The second point - induction is contextual. That is, different beginning teachers in different areas of the State have different needs. Therefore an induction program cannot be generalised across the State. You can't have a centrally devised and decided upon induction program which is then applied in the whole of Queensland, and that may even mean you can't have a centrally devised induction program that can even be applied across a region. It may need to be much more specific than that.

Thirdly, induction plays a role in the socialising of a beginning teacher, and it may be that the beginning teacher should be seen in a number of different lights. For example, I would suggest that a beginning teacher could very well be seen as a possible change agent himself. That is, somebody who can very well go into a school and work some changes on that school, rather than having the school work changes on him. So we saw, perhaps, an important part of induction as making provision for the beginning teacher to change parts of the school, not just simply letting the school change the teacher.

Fourthly, there seems to be general agreement so far that induction should be school-based, and the group felt that there were a number of problems with this. Firstly, there may be specific skills required by the people responsible for induction, or for actually conducting the induction program, which are not related to good teaching or experienced teachers. That could cause quite a problem because experienced teachers may be the very people who might be asked to conduct those. Secondly, in small schools or in schools with rapid turnover of staff, there may not be any suitable people at all to conduct induction. Thirdly, a certain percentage of the beginning teacher's induction problems may be related to staff in the school and he is not likely to discuss these particular problems with people who are based in that school. And lastly in this area, the staff in schools who might be considered to be responsible for the program, for example, principals and infant mistresses, might be the very last people who should be responsible for those programs because those people are also responsible for writing reports on beginning teachers. Those people may experience a conflict of interest or perhaps, more importantly, they may be perceived to have a conflict of interest by the beginning teacher.

The next particular issue relates to my original point about Table 2.15, beginning teachers and how they may be inducted, and the "other" category. The group felt there were many aspects of induction apart from induction into a school. We came up with a very short list. For example: inducted into the general community into which the school fits; inducted into parents as a group; inducted into how to co-operate and work with other professionals. These were seen by the group as being most important as well as just the induction purely related to school.

We also felt that beginning teachers may not be the only ones who need induction. For example, new teachers to a school may need induction; new principals to a school may need induction; or as one of my learned colleagues said in Toowoomba, new regional directors may even need induction.

It was also felt that there might be something called "Introduction" which was related to induction. The introduction could involve a familiarisation with a particular school and its workings. This could be embarked upon almost immediately as a short-term project at the beginning or just prior to the beginning of a school year. It might involve a fairly common set of experiences which could be generalised across the State.

As far as the role of colleges in induction, we had a number of suggestions here. We thought, first of all, that because our graduates do take up positions all over the State, the colleges cannot be directly involved with induction of its own graduates, but could involve itself in a number of projects and we listed a number here.

Firstly, with a number of other groups, attempt to arrive at a general agreement on what exactly induction means. I think that if we all wrote down now what induction is to us we might end up with a hundred different answers. Secondly, to engage with other schools on our own campuses to learn how business, science, mathematicians, and so on, perform their own on-the-job training. We felt there might be quite a lot to be learnt from other areas. Thirdly, help other groups in trialling particular induction procedures to see which are most effective. Fourth, help train those who will actually conduct the induction. And lastly, and I've left this till last intentionally because the group felt this was the most critical thing of all, to engage in a task analysis of the whole area, so that agreement can be reached on a number of things, and this reflects what Bill Young also said. (1) What skills teachers really do need; (2) the characteristics of a good teacher; (3) those skills to be developed in beginning teachers by colleges; (4) those skills to be developed in beginning teachers by schools; and (5) those skills to be developed in beginning teachers by in-service groups. There needs to be, we felt, a clear delineation of where all those things fit before the whole process can start.

And the final comment, and it's a little pessimistic. We felt that if induction was to be embarked upon, it may very well need a reorganisation of the education system as we know it. We also felt that if induction wasn't proceeded upon in these terms then it may not be worth proceeding with it at all.

THE INSPECTORS' VIEW

Allen Evans

We inspectors haven't got together as a panel, we've had to consult by phone. We feel quite optimistic about the way the induction of beginning teachers is proceeding. When we think the word "induction" was unknown to many educators, to many principals, to many teachers in the schools a decade ago, we think we've come a long way since that first Schools Commission report came out with the very strong advice that we should be doing something really purposeful about induction programs for beginning teachers.

I particularly appreciated the opportunity I had on Tuesday afternoon to meet with Bill Young and to share with him some of the South Australian experiences and some of our experiences here in Queensland. I think the similarities are very significant. Although I would like to commend the Board on preparing a very fine report, I think some of us knew from the cries of anguish from young teachers that they were concerned about the problems of classroom management, about preparing those hateful things called CCPs, about their feelings of inadequacy when they realised that in the schools in which they were serving they could not implement some of their very idealistic perceptions of the role of a teacher. I think that it was good that I could share that with Bill Young. I particularly liked his thought of giving beginning teachers an opportunity to work in the areas where they have perceived competence. Our young people have done majors in music, or in art, or in drama, and they can have a very vital role in our schools, of assisting to lift the standards in these very important subjects. I would commend this recommendation of Mr Young's to you all, whereby you can give beginning teachers in your schools opportunities to work in the areas of their competence. They will be seen by the other teachers, then, as being people who have something to contribute to the life of the school. It certainly will do much to enable them to develop their perceptions of themselves as being worthwhile and worthy teachers.

In the few moments that remain, I would like to share with you some of the thoughts that we, in our telephone hook-up, were able to glean regarding the inspector's role in the induction process. We sometimes see ourselves as the Tony Eggletons and the David Coombes of the induction program. People don't know much about us, and yet I think that we have quite a significant role in induction.

In the pre-service field, we feel that the regional inspectors, in particular, have a vital role. The young people in the colleges are concerned whether they are going to get a job. They have heard some strange stories about the fact that they will probably be appointed to remote areas. The regional inspector, with his intimate knowledge of staffing, can give them some really accurate information about employment prospects, about the transfer system, about promotional avenues, about the things that they should do on receiving that eagerly awaited piece of paper which states that they are appointed to a school. Particularly, I think he should counsel them about the need to visit the school to which they are appointed, to meet with their principal before they take up duty. Of course, we've had the opportunities in the last few years of interviewing the young people who are applicants for positions in the Department of Education, and I'm sure those inspectors who have been on those interview panels have been able to be of great assistance to the third year students who are hoping to obtain employment with our Department.

At the school level, inspectors have a very vital role in ensuring that principals and school staff are meeting their responsibilities in this regard. In Brisbane South region, we've had seminars for principals to talk to them specifically about their vital role in induction. In the Central Region, a very splendid check list was prepared and sent out to schools advising principals of the procedures in a worthwhile program. I think also we can talk with teachers about their role, because sometimes there is regression in the attitudes of young teachers when they get into schools. They go into schools and their ideas of individualised instruction, of small group instruction and of co-operative teaching are sometimes rather sadly shattered by the schools to which they are appointed. So there needs to be a measure of sensitivity and concern on the part of the experienced teachers, and I'm sure that young teachers are looking for this. We, as inspectors, have a role in developing this measure of sensitivity.

Inspectors have a role as facilitators. We can organise seminars; we can get young people together in metropolitan areas - it usually takes the form of afternoon meetings. I like Bill Young's idea that such meetings shouldn't be too tightly structured. The great thing in these meetings is for young people to meet with other graduates and to find that they have shared concerns; that they are not the only ones who are having problems in preparing programs for difficult children; that they are not the only ones who have problems in getting a CCP that's really meaningful. The very fact that they can come together and can draw comfort from each other is good.

For the graduates in the country areas, residential seminars are ideal. I know in Darling Downs the Regional Director and his inspectors did do some splendid work in close co-operation with the Darling Downs College of Advanced Education, in having young people come back to the college to live in, and to meet together and to renew contacts with some of their college lecturers. The lecturers do have an on-going interest in their students, and this gives them a valuable opportunity to be of real assistance to them.

We also have a role in pastoral care. Sometimes there is a young teacher who may just not feel able to talk with his or her principal about the concerns he or she has. If inspectors can establish a sense of trust with young teachers, sometimes we can be of assistance. In extreme cases, we can even organise a transfer.

The Regional Offices also have an important function. We know that there are some schools that do wonderful things for young teachers, and we should see that these are the schools to which young teachers are appointed. There are a few schools where it would be better that we didn't appoint first year teachers at all. If we can alert our regional inspectors to the really good schools where young people will grow as teachers, we should do this. So we do have a role in advising the regional office about judicious placement of teachers.

I liked Bill Young's seven points. I think he has certainly picked the eyes out of the needs in induction in those points that he gave. The ones that I think were par-

ticularly pertinent to us were the ones about the regional meetings, the ones about giving advice about reduction in the complexity of work requirements, and perhaps to a lesser extent, advising about the functions of the appropriate staff members.

THE PRINCIPALS' VIEW

Fin Lawson

Speaking on behalf of the principals, I should make a point, as Allen Evans made it. We principals were unable to get together as a group. Secondly, having heard the previous speakers, I do not intend to start this by stating that beginning teachers are at the whim and mercy of the Department and of the principals in the schools to which they have been appointed. I think we have far more important things to talk about than those fairly frivolous remarks. I do feel that Bill Young, in his initial address, has said all of the things that I've been trying to get across in this paper.

First of all, under the title of "The Induction of Beginning Teachers" is a sub-title that says "A Report prepared for discussion at a conference on 25 October". Now I hope that the following comments that I have to offer will be of help when action plans are formulated and carried out as a result of this report. Reminiscing, 31 years ago the then headteacher of the Murgon State Primary School and Secondary Department, said to me, a first year teacher from a little school in the country, "Boy, it takes five years to realise you know nothing about teaching, and then you start to learn". A remark passed last Thursday while I was talking to Bill Young recalled those words to me, and meanwhile, 31 years later, we're still learning, or I, for one, am still learning. I think that has a point for induction programs - the point of how long does an induction program go on. I think the answer to that is as long as it's necessary.

Now in these few minutes no attempt has been made to define specifically terms like induction, beginning teachers or the length of induction programs. I think that this will be attempted when you formulate action plans.

I would however refer you to Table 3.3 on page 21. It's entitled Rank Order. If we accept the 45 desirable characteristics as valid, we can draw some interesting comparisons. In the first ten items, principals score nine places; lecturers, six; inspectors, eight; experienced teachers, seven; and beginning teachers, seven. If we even go on to twelve items, principals score nine places, and beginning teachers score nine places. Now these perceptions of very different groups are very close. In one way this is heartening, since of the groups surveyed, lecturers, inspectors, principals and experienced teachers, are exactly what is said - experienced people in classroom interaction and classroom management. Beginning teachers are the only ones with little school experience, and yet with their own perceptions, with their pre-service training, they are entering the profession with positive and compatible ideas of role expectation.

I would now refer you to the handout. (Mr Lawson had previously handed out a sheet which had four headings. These were Needs of Beginning Teachers, Needs of the School, Strengths of Beginning Teachers, Strengths of the School.) For the purpose of this sort of analysis, I have made the assumption that the needs and strengths of the school are reflected in the principal responses. If we went further into this, the needs and strengths of the school may be more accurately reflected by looking at principals and experienced teachers because they are within the school. There are various items in the four headings that will go beyond the booklet. Teachers will have needs that aren't in the 45 desirable characteristics. Schools will have needs that aren't there. But with this as a tool of analysis, one should be able to find the various needs and strengths and note those where the perceptions of the school and the beginning teachers are close, and note those where the perceptions and priorities are quite different.

A good example is from the table (Table 3.3). This shows the concern of beginning teachers about preparation of CCPs and planning of work programs. While other groups, notably the principals, have them down as sixteen and seventeen, beginning teachers have them down as five and eight. If we could look at this for a while and decide a reason for it, it could be perhaps that within a bigger school, the principals

and the experienced teachers realise that these are the result of group work, of group planning, that the beginning teacher will just be drawn into that. But at this point of time the beginning teacher doesn't know that and so to him or her it is an immediate concern, and a very, very real concern.

Now, having identified needs and strengths, the school has the basis for consideration of an induction program. While this makes for a very individual program, there appear to be enough common elements from all sections of the profession for broad principles to be observed. I think that the four factors derived from the factor analysis on pages 25 to 31 bear careful study. Maybe there are four principles that need to be looked at in planning an induction program. Another factor that was not drawn out specifically is the utter essentiality of communication skills, communication skills at all levels. Communication skills between teacher and child are particularly important for the beginning teacher.

In my telephone conversations with my colleagues, we agreed that schools must move along these sorts of lines. The catalyst is given by the document to plan and carry out more effective induction programs. Too often they have been on an ad hoc basis, whereas the better thrust would be on the school basis.

I think later in the day in the discussion sessions, you will talk about buddy systems; you will talk about placing inexperienced teachers with certain experienced teachers; you will talk about group planning, and so forth. I think that each of these themselves is a very desirable thing. But I also think that they have their greatest effect when they are part of an organisational structure. I don't think that goes against the ideas that Geoff Bull mentioned when he said that induction programs must go beyond the school. I think that fact is recognised.

Now, what I've tried to do here is to view the relationship between the school and the beginning teacher. I think there are many, many more implications in the report that you have in front of you. I think that the further you delve into it, the wider the implications you are going to see. Yes, you'll question validity; you'll question methods; but if you do, how about trying to find out whether you can validate or invalidate the sections you're concerned about.

To summarise: the information contained in the report on the needs of beginning teachers shows that they are perhaps all 45 items listed, and many others. But I would hope that, when you work on some sort of positive analysis, you're planning for induction programs that can be made into biteable chunks, so that the confidence of the teacher is built up and not shaken. So that the basic need of a beginning teacher to have a class or a group to teach is fulfilled. So that it is not translated into, and this was stated to me by a first year secondary teacher, "a survival course as you would have in the jungle". I think that then you will have within our schools successful induction programs. And can they be as long as needed, school-based, and as unobtrusive as possible?

THE EXPERIENCED TEACHERS' VIEW

Pam Verney

I'm pleased to be able to speak on behalf of the experienced teachers. I have two sections of information to present. One section of our concern is the report, specifically, and since that's going to be discussed in the group workshop sessions, I'm only going to produce the points that we considered from that. Then I shall talk generally about how experienced teachers see our role in induction.

The few points that we saw from the report. The first was that induction should not be seen as only for beginning teachers. The second point was that we see a need for empathy for beginning teachers throughout induction. The third point was that we saw conflict of priorities between lecturers and beginning teachers. The next point was that we were concerned with the induction period after school commencement, with the induction period prior to school commencement, and with induction in country and small schools.

We talked about and raised from the report the question of when induction should

occur, and the desirable qualities of the beginning teacher, as well as the implications of the report for employing authority and college selection panels. Some of the disastrous statistics that we saw in the report were, firstly, the years taught by beginning teachers; secondly, the total number of children as shown in classes, which I'm sure is an error which needs explanation; and thirdly, the beginning teachers in open-area. They were the three things that we were concerned about.

As a general comment, from the experienced teachers, we offer the following.

The term induction has received extensive consideration since the publication of the James Report in 1973. The James Report was based on the assumption that the new entrants to any major profession cannot be expected to make a full contribution immediately - an assumption we tend to overlook in education quite often.

As experienced teachers, we're feeling pretty good about this report, and we feel pleased on two counts. Firstly, we're very pleased with the fact that the Queensland Board of Teacher Education has made this study on behalf of its teachers, and it is indeed one of the only Boards to do so, and we'd like to commend the Board for its research and work.

Secondly, we're feeling very pleased about the report because it shows that we experienced teachers are wanted, and that we're not only wanted but we're needed. That's a very good, warm feeling to have, to know that somebody wants you and needs you. The report and other sources show us that beginning teachers want the help and advice of experienced teachers. We know we've got plenty of teaching experience to give and we're champing at the bit to give it.

We hope from this report and discussion that induction for beginning teachers will become something that is accepted and expected, and not something that we've got to get around to sometime.

We're concerned that induction programs should not be seen as only for beginning teachers and we wish to see induction for commencing teachers. The teacher who graduated in December and is appointed in January is the person we're looking at at the moment. We need to consider also the teacher who graduates and is employed in non-teaching professions and then enters the teaching profession. We need to consider the teacher who is re-employed after an absence, and the teacher who is appointed mid-year or during the year.

While the employment scene continues as it is, there will be an increasing number of appointments made after employment, mid-year and after an absence. As experienced teachers, we anticipate a greater role to play in the induction of these teachers particularly.

We feel that induction should primarily be the responsibility of the school and highly individualised to suit the individual beginning teacher's needs. The Bassett Report states this very clearly also.

We feel induction should be on-going with the emphasis on the development of practical skills. There should be a concentration on practical issues and practical daily experiences of teachers. These are areas where the experienced teacher has an important role to play.

The overall feeling as we see the needs expressed by the beginning teachers in the report was that induction should not be conducted only by administration, although we recognise that they need to conduct some of it. Induction should include the specialist teachers - the teacher librarian, the music teacher, the Physical Education teacher, the remedial teacher and so on. Induction should be flexible to meet the peculiar needs of the individual teacher. Induction should be conducted on a team basis, including all of the people that I've just mentioned. We see the role for us, as experienced teachers, heavily involved as part of this team.

We have a major concern in considering when induction can occur, and considering this, the usual in-school time, out-of-school time, vacation time considerations arise.

We would like to recommend that immediate and lengthy consideration be given to the teacher free days which will occur in 1981 and henceforth. In the present situation, these days are designated to be taken in September, which is very fine for

the high school mid-semester marking, but it's not so fine for primary schools. Teacher free days could be used to a far better advantage, particularly for induction programs if, on one hand, it would be possible for the principal to select when the teacher free days could be taken in his or her school, or, failing that, if the teacher free days could be taken at the beginning of the year. This is something which should be really considered.

Information in this report showed that 65.1 per cent of beginning teachers in the survey had no chance to observe lessons and this reminds us that we are assuming, as I mentioned earlier, that entrants into the teaching profession can't make their full contribution without experience. We, as teachers, are treating these beginning teachers grossly unfairly when we expect them to do this.

As experienced teachers we're concerned for and about the feelings of the beginning teachers, and deeply consider how and where we can help. In this area we see two roles for ourselves, and this is along with the administration and other members. Firstly, we have a role to build up those positive attributes, those qualities and abilities which the beginning teacher comes into the school with. We also see a role to strengthen and develop and provide knowledge and security and backing in those areas where the beginning teacher does not feel confident and positive. These two roles, we are suggesting, could be filled by an experienced teacher acting in a buddy system. To have an experienced practising teacher responsible for, working with, or just being there for each beginning teacher is what we're anticipating. This idea is much along the lines of the English James Report recommendation for professional tutor systems, or on a more simplified level, it's along the Canadian Red Cross learn to swim method called the buddy system. It ensures safety, confidence and an end product that has ability, and that's what we're after.

Colleagues emerged as the most significant source of assistance for the beginning teacher in this report and that's also supported by literature. We give the help now and it is our concern that the assistance given by experienced teachers be recognised and acknowledged and organised and offered to beginning teachers on a planned basis.

There would be a need to consider reduction in beginning teachers' teaching allotment, and also reduction in work load for experienced teachers, in our opinion.

We would like to suggest consideration for the placement of beginning teachers in schools with experienced teachers. This means placement into large schools, not small country schools. The statistics in the report show that this is not happening, but sufficient evidence exists in the report and in the research literature to support such a desirable consideration. To enable this to occur, our thought is that appointment of beginning teachers should be made before and independent of transfers and promotions of experienced teachers.

The final point I'd like to make on behalf of the experienced teachers is a concern that some in-service be specifically designed to cater for the specific needs of women. The report shows some disastrous statistics related to the grades taught by beginning teachers and I quote, "It would appear that even with the appointment of beginning teachers, the teaching domains of male and female teachers are fairly clearly delineated" (page 8). This concerns us as experienced teachers because we fit into this category of the delineation. As early as 1973, the Schools Commission recommended in its report that role models be given a very serious consideration in primary school, both as teachers and administrators. The Schools Commission report recommended that a larger proportion of male teachers should be appointed to the lower school and similarly more females be appointed to upper school. Looking around today, and looking at the description of the respondents in the report, it's clear that this State is not yet accepting the importance of role models.

Briefly, we would see that induction could be school-based, should be school-based, and individually organised. The key to it all, we feel, could be management, efficient use of time and personnel and public relations.

THE BEGINNING TEACHERS' VIEW

Robert Moscoso

In today's report, my colleagues, Robyn Willmott and Lyndeen Walker, and I have endeavoured to be as honest in our findings as possible. Our report was made firstly, from the Board of Teacher Education's conference booklet and, secondly, by speaking with many beginning teachers. The views expressed are not necessarily my personal views, as I had a pleasant, happy and rewarding experience in college.

We agreed with many items in "The Induction of Beginning Primary Teachers"; we strongly disagreed with others. Being a competent teacher is more than controlling a class and delivering appropriate lessons. It is important to look ahead to skills that can be developed and to try to identify ways of achieving these skills.

During this year of teaching we can look back and from other teachers observe that expertise in such vital areas of teaching as curriculum planning, interaction with students, co-operative work with other staff members, the use of resources and evaluation reporting must be gained through one's own personal efforts.

The questionnaire revealed, significantly, that very few beginning teachers were appointed to the extreme ends of the primary school, that is, Years 1 and 7. Even still more significant was the fact that in 1979 no males were appointed to Year 1, and only 7.7 per cent were appointed to Year 2. The point we would like to emphasise here is that this situation may indicate that little consideration is given to special skills of each teacher in class appointments.

We were interested to discover the place where beginning teachers felt they learnt most of their teaching skills. Surprisingly, it was not where one would expect: 48.8 per cent had to wait until they were actually in the teaching situation to learn these skills; 36.6 per cent learnt them at practice school; and only 7.4 per cent at college. We agree that if students were given more practice sessions and less pressure through evaluation of performance, skills could be developed better.

The art of teaching is the art of assisting discovery. Colleges should prepare students to teach with a minimum induction.

When we say induction, we mean enabling the teacher to be aware of routine records, lesson planning, CCP layout, course design, assessment, teacher/parent interviews and time management. I heard only this week about a beginning teacher who had no idea of the Religious Instruction program or time allocated in the school until this month (nine months after appointment to the school). Obviously, had the induction been carried out correctly this would not have happened.

The report suggested that, in the early months of teaching, other classroom teachers supplied most helpful advice. Of the beginning teachers surveyed, 71.1 per cent said that other classroom teachers were of "great help" or "very great help". But in the case of two of us, we found that it was our school principals rather than the experienced teachers who were the most helpful, always willing to give advice when sought, or help when needed. In fact, speaking with young colleagues, we found that many experienced teachers lacked professionalism, being reluctant to share ideas or programs.

Henry Amiel said, "Our dependence outweighs our independence for we are independent only in our desire, while we are dependent on our health, our nature, our society, on everything in us and outside of us."

We spoke together about the 60 per cent of beginning teachers who consulted text books in the first year and found these a great help. We wondered whether, perhaps, these books were actual programs, or classroom text books. We felt how important and how helpful it would be if the school could compile a list of resources and equipment to show beginning teachers. It would also be helpful if this list included where these items were kept in the school.

First year teachers overwhelmingly wanted a systematic induction program - 81.9 per cent, in fact. Only 13 per cent said they did not want an induction program.

We think induction could be examined in three parts: where, by whom and when.

Where? We believed firmly that it should be in the schools. By whom? The principal or deputy principal. We thought perhaps he or she could explain the requirements of the CCP, their layouts, the use of teacher aides, their responsibilities, the time allocated and school routine and policies. Other teachers could, perhaps, assist with units and resources. The librarian could provide resources and inform the beginning teacher of that which is available.

The question came up of when - as soon as possible, please. Certainly, before the teaching time has really begun and, preferably, as soon as the beginning teacher has been appointed. That is the time when we should have the form of induction we have described. We strongly disagree with the 31.2 per cent of first year teachers who wanted induction programs to be conducted in school hours during valuable term time. Why not, as in the case of a couple of us, hold induction programs before school or after school? That way little interruption to our teaching came our way.

We believe that dealing with learning problems, the planning of the CCP, handling children with behavioural problems and more practical methods of teaching in curriculum areas should all be taught at college and not at the induction.

My colleagues and I disagree with most beginning teachers' rankings on pages 21 to 23, particularly item 4, as these rankings indicate that the ability to effectively discipline pupils is the most important quality. We maintain that if beginning teachers are having problems with discipline, perhaps they are having problems or difficulty in writing their CCP and planning lessons as well, because the problem may be that they themselves are not capturing the children's interest. If ways of planning CCPs were taught more thoroughly, the lessons the teachers give would be more effective and discipline less a problem. We find it most important to teach children and not over-write CCPs.

Beginning teachers ranked the ability to effectively discipline pupils, the ability to prepare a CCP, the ability to plan work programs, confidence in ability to perform teaching tasks as the most important qualities. Although my own college experience was rewarding and satisfying, it is evident that beginning teachers' concern with practical items again reflect insufficient training at college. It would be right to say the important degree for the college graduate is the degree to which he is willing to work to make himself a success.

Beginning teachers ranked item 29, industrious approach to teaching, thirtieth. We ask how much thought has been given to the rankings, because if you are committed and enthusiastic (ranked very highly) you would be industrious.

We disagreed also with the lecturers' point of view that teaching techniques are less important. Is this one of the reasons why teachers colleges have changed their names to college of advanced education? Perhaps Bryan Nichols' comment is right. "The word 'teaching' is basically misleading. Schools and colleges cannot really teach; they can only instil a desire for learning".

With regard to teachers, how and where should the highly desirable personal qualities be developed? Is it possible to develop personal characteristics? Teachers should possess these qualities which probably were present to a small degree before teacher training began and were developed within the teaching practice sessions.

There is difficulty identifying people with these characteristics. For example, how do you find someone able to co-operate with their fellow human beings and with a genuine liking and interest in children.

In summing up, we found that pre-service courses were inadequate and could have been more practical.

Perhaps more time should be spent in schools than in college with the emphasis on the practical side of teaching. We feel too much time is spent in college and not enough in actual teaching.

Screening in relation to personal characteristics is also important. Do we want the best teachers? If so, we must consider these characteristics. For example, if the Department wishes to appoint the best teacher available, surely married women who possess desirable qualities should be given preference to less suitable single people who may not be so financially secure. Perhaps the induction process would be easier.

We can afford to be fussy. We are developing the natural resources of our lovely country.

We also believe that the standard of the college teaching could be improved to make their courses more worthwhile. All of us can give examples from our days at college when we had a lecture cancelled and the lecturer say to us, "In this time we would like you to work on your assignment". Other examples of this were reported by most people to whom we have spoken. A three-hour lecture would start a quarter of an hour late, finish a quarter of an hour early, there would be a 20 minutes break, and then the students would take the whole program.

We see the need for an induction program. A teacher must be aware of the school policies and environment. The problems faced by beginning teachers are not those that can be solved by improving induction alone, but are the result of deficiencies in the pre-service training.

QUESTION PERIOD FOLLOWING ADDRESSES BY PANEL SPEAKERS

Bill Heath:

I think this is important in providing an underlying context for the rest of the day's proceedings. Could I ask why, among the different groups that were surveyed to get a cross-section of responses, two other groups vitally concerned with the quality of teachers were not included on this occasion: (1) parents and (2) pupils?

Bill Hamilton:

I take your point, but you have been invited along to the conference because we know you are vitally concerned. The nature of the survey if you look into it carefully would indicate that it was an in-house professional study. We are, nonetheless, vitally concerned, as always, with the contribution of parents.

Geoff Bull:

My comment would be that the survey we've all got in our hands is the beginning point, not the end point. It is meant simply to stimulate discussion of people like yourself with us. If it was the typical sort of report, which is the drawing together of the whole thing at the end, I would sympathise with you.

Bill Hamilton:

The whole purpose of what the Board is doing in research is not pure research in the sense that we come to definite conclusions. We hope that the Board's research will act as a catalyst in bringing change throughout the system.

Bruce Dixon:

I have a question directed to Pam Verney, as an experienced teacher. Could you elaborate briefly on the concerns you've felt for beginning teachers in relation to open-area teaching?

Pam Verney:

It was a point that was raised in the report and we were hoping that this would come out in discussions. We question the figures on Table 2.4, in particular the 67.4 per cent of beginning teachers who teach in a self-contained classroom and teach most subjects to one class. The question asked is whether this figure includes teachers in open-areas with dividers. It would seem that the 68.8 per cent of beginning teachers referred to on page 16 feel that teaching in an open-area situation should be a topic included in induction programs. The figures shown in Table 2.4 are not giving the true picture with respect to the number of beginning teachers in open-area classrooms. We felt that on the one hand the beginning teachers were saying, yes, they want open-area information, but because a small proportion of beginning teachers are teaching in open-area classrooms, this table doesn't support Table 2.20.

David Warner:

Having a degree of sympathy with what Robert Moscoso said, can I ask him to define what he means by extra teaching practice in pre-service programs? I think it's a very important

question to find out what beginning teachers feel teaching practice should be all about.

Robert Moscoso:

The problem for most beginning teachers is that when you go to practising school the first thing that you're confronted with in your class is the teacher sitting there, watching every step you make; and the principal telling you what he expects of you. You're not yourself. I feel there should be a particular way or a particular time when the teacher in training can go out and actually set up a program. You should be able to go out into a school and set up a particular program, or perhaps a theme you can work around, where you yourself can set it up completely and not have the pressure of continual assessment. I've had some wonderful teachers and I've done very well at practice teaching and I've been very happy. But I still see the need for less evaluation, less pressure and letting the teacher be himself without feeling he must put on a false impression.

Stan Heilbronn:

In Townsville, the CAE has invited the parents movement to address students on what to expect when they come face to face with the parents and citizens organisation. I wonder whether the colleges are doing that, whether they see it as an important part of the induction process, that is preparing teachers for, not just the teacher/parent discussion about Tommy, but the fact that parents are a real force within the community that the beginning teacher is going to move into. Parents have an influence and it is very important, in my opinion, that the beginning teacher sees us as partners with the school in the whole process of education. I think this Let's Develop Education campaign has brought this out, but I was wondering what other colleges have done in this area.

Geoff Bull:

Certainly we do in the third year in a particular unit have many people including parents groups address the students. We have also had an Additional Experience Program which is being reintroduced. In this program, staff and students, on a voluntary basis, undertake to work with groups such as adult illiterates and children in hospital schools. We have a very involved program at the moment where our students offer themselves to go to the channel country in the isolated children's program where they work not only with parents, but with the parents and those parents' children together. This is purely on a voluntary basis. We feel that it probably works best that way. These programs are in addition to the more formal contact where we actually bring visiting people in to address the students in the normal lecture period.

One of the points that I made was that induction is not simply induction into the school, it's an induction into the general community, it's an induction into parents, it's an induction into other professionals. We found in talking to our graduates that they don't have the skills of meeting with other professional groups, so there's a need for that general sort of induction as well as the more specific induction of the beginning primary school teacher.

Bill Hamilton:

Let's hope the schools are so much part of their communities that you can't see any separation between induction into the school and induction into the community because the two are so closely interwoven.

GROUP RECOMMENDATIONS AND REPORTS

After the panel segment, mixed discussion groups were formed to consider the implications of the Board's research and the issues raised earlier in the day. Each group was asked to write its recommendations on an overhead transparency. This was displayed to the conference at the same time as a spokesperson for the group elaborated on the recommendations. Both the recommendations and the report of each group are given below.

RECOMMENDATIONS - GROUP A

1. Departmental policy emanating from Director-General with respect to induction of beginning teachers and similar policy statement by appropriate Catholic and other non-government authorities.
2. Pre-appointment visits to school within limits of practicality. In addition, letter of welcome by principal, information about school, invitation to teacher to send information about himself.
3. Each school to draw up its own induction program with appropriate staff tasks, which must be monitored for the purpose of feedback by the appropriate authority.
4. Greater degree of co-operativeness amongst teachers at a professional level.
5. Time for induction program must be set aside because of its importance.
6. That more than one beginning teacher be posted to a school at any one time.

* * * * *

REPORT - GROUP A

1. We thought it would be a good starting point to take the seven points that had been highlighted by Bill Young in his opening address. We thought, therefore, that there should be an official policy statement by the Director-General of Education, and by an appropriate body within the Catholic and other systems on this matter along the lines of the one prepared by the South Australian Department of Education.
2. We then had a very fascinating discussion on the question of visiting schools. We did realise that it would be impossible in all cases. We did, however, feel that it was important that pre-appointment visits to the school, within limits, should be made. Where these weren't possible, then there should be letters of welcome. One of the things we did feel was unfortunate was that principals seem to be the last people to be notified as to who is to be appointed to their schools the following year. We felt that this wouldn't be such a difficult bureaucratic knot to unravel, so that the principals could send personal letters to the individual teachers joining them. The other thing about the visits to the school, of course, was the massive change of principals, and we feel also that it's important that we don't send a person to a school where the head is to be changed and an entirely different philosophy could be apparent. The welcoming letter should include information about the school and about the district, and there should also be an invitation for the teacher to send information about himself or herself to the school.
3. The group felt that it was important for each school to draw up its own induction program. We coupled this with a fairly authoritarian view. If it is policy of the Department or school system that there should be an induction program, it follows that there should be a program that can be monitored, and therefore whether one likes it or not, it will become part of the visiting authority's task to check on the program for the purpose of feedback and so on. We were also amazed that the booklet, "Guidelines for the Induction of the Beginning Teacher in Queensland Primary Schools", which was prepared in 1979 didn't seem to be more widely known. It has a suggested program. We felt that each school was different and it should be acknowledged that each program should be programmed for that particular school. We would probably go away

from the view that the secondary people have taken that there should be something fairly prescriptive such as the TIPS (Teacher Induction Program - Secondary) manual that has been prepared.

4. There should be a greater degree of co-operativeness amongst teachers at all professional levels.
5. Time for induction programs must be set aside because of its importance. Our authoritarian view is if we are professional, and this is important, then there must be induction programs. Similarly with time; if we can find time for other things, time must be found for induction programs.
6. Finally, we felt that one of the implications arising from all this was that it would be preferable if more than one beginning teacher was sent to a school so that at least they could be mutually supportive of one another.

RECOMMENDATIONS - GROUP B

1. Teachers centres and professional associations play a minimal role in the induction program and this is the role they should play.
2. Colleges -
 - (a) Table 2.9 -
 - . Pre-service hasn't fully met the needs of the beginning teacher.
 - . Practical courses and grounding in basic subjects need more emphasis.
 - . Conflict of interests and philosophies between colleges of advanced education and Education Department (however demand has led to change).
 - . Secondment of experienced teachers and movement of college lecturers to schools to work at classroom level in curriculum areas should be expanded and encouraged.
 - (b) Tables 2.9, 2.11 -
 - . Colleges should be encouraged to continue the idealism and sense of professional integrity that a great majority of graduates are showing.
3. Schools -

Induction policy is essential.

 - . First month's CCP be given to beginning teachers, prepared by previous class teacher.
 - . Need for pupil-free days in January.
 - . Need to make contact before beginning teacher starts and the school should be ready to receive the beginning teacher.
 - . Monitoring of class size, discipline and learning problem children in beginning teachers' classes.
 - . Use of special teachers to assist beginning teachers (e.g. back to back teaching situations).
 - . Status of student teachers during practice teaching should be kept under review.

REPORT - GROUP B

One of the things that we did as a preamble to discussion was to have a general discussion on the people we were concerned about. We considered that we were not

concerned so much about induction for beginning teachers, but induction for beginning super-teachers. We have to remember always that every teacher in a primary school has to have a knowledge and an understanding of eight subjects and in some cases, nine, and I believe in some, ten. And they've got to present interesting programs to a fairly poorly disciplined group of youngsters, poorly disciplined not just at school level but at home level and community level. They've got to present those programs in an interesting way to maintain some sort of control and to reach some sort of standards. Since some of our schools don't have induction programs, what a challenge we've presented to the CAEs. It's no wonder that we can so glibly say that they're perhaps not meeting all our expectations.

Another thing we thought was interesting was the suggestion that a similar survey amongst experienced teachers would probably identify the same kinds of problems and arrange them in practically the same priority order. I think the reason why beginning teachers identify so readily with and get so much help and information from the experienced teachers is because they are sharing exactly the same problems. They can identify much more readily with one another than they can with lecturers or principals or inspectors or any other section of the education system.

1. The group felt there was a very minimal role for teachers centres and professional groups to play.
2. We felt that the colleges were not meeting the needs of the beginning teacher for a number of reasons. One of the reasons is the practicalities of the situation. It was recommended very strongly that perhaps there ought to be opportunities for the lecturers from CAEs to get back into the school scene and spend some of their time there when they have non-student days. The lecturers could spend time in the classrooms doing the things that the teacher is asked to do. We did do a bit of mechanical arithmetic at one time and found that in a three-year college program, one year of the students' time was spent at home or on vacation, so really it comes down to a two-year program.
3. As far as the schools were concerned, all schools should have an induction policy, but all schools don't have an induction policy. There is a need for some sort of a system input, and there is a need for some kind of uniform booklet I suppose, similar to the "Guidelines for the Induction of Beginning Teachers in Queensland Primary Schools". This booklet ought to be available to all schools so that those who feel not quite able to meet the demands and the needs of the beginning teacher can have that as a basis for their programs. But certainly we felt also the need for the beginning teacher to be available to the school at the beginning of the year. One of the difficulties that's being experienced now by larger schools in particular is the staggered employment program. Not all beginning teachers are employed in January and it's not unusual for schools to have beginning teachers appointed to them three or four times during the year. Both beginning teachers and new teachers with some previous experience are appointed at varying times during the year, so an induction program has got to be pretty flexible to cope with all those exigencies. It's also felt by the group that there is a need for the total school community to be involved in induction programs. As the beginning teacher who is with our group said herself, she had a great deal of help during the year from parents who have been there to assist her in many ways. She has a greater understanding of the needs of parents from the fact that they were involved, and it's important I think that they should be a part perhaps of the planning program for induction. But certainly one very strong point that came out was the need for the experienced teacher to be very much involved in the planning of induction programs at the school level. There were some suggestions for the use of specialist teachers to release beginning teachers for a time from whole class duties by using a back to back situation, where the specialist teacher might extract from two adjoining classes half the class for a particular subject area, leaving half the group behind for the beginning teacher or for the other teacher for that matter, so that they can concentrate on a particular group.

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RECOMMENDATIONS - GROUP C

Schools must have induction programs.

Acknowledge then the practical constraints including trends towards -

- . reduced staffing
- . increased class size
- . employment at varying times through the year.

On this basis, the implications:

1. School-based (90 per cent) and regionally supported (10 per cent).
2. Flexible in timing and in specific arrangements but based on planning and documentation.
3. Unobtrusive ('unobtrusiveness is fine as long as it happens').
4. Seen as part of a six-year beginning development (3 + 1 + 2).
5. Overcome the principal 'evaluator/inductor' conflict through separation of part of the inductor support to a volunteer staff member.
6. Very careful class placement (3/4/5 and open - both suspect??).

* * * * *

REPORT - GROUP C

We decided to move to a basic assumption. We decided indeed that induction programs are already present in our schools, whether we plan for them or not. Of course, and this is our point, it's much better if those induction programs are planned. From that agreement, that there are induction programs proceeding and that they should be planned, we then looked at the physical constraints that are facing schools in preparing planned programs. The apparent trend towards reduced staffing, and therefore to increase class size, is a restraining factor on any school staff being able to mount an ideal type of induction program, particularly if it involved reduced class size or other special arrangements for beginning teachers. Another important constraint was the trend towards employing first year teachers at times other than at the beginning of the school year. That means that any beginning of the year induction program may run but not all beginning teachers may be there at that time. That really does have a significant influence on the type of induction program that you can mount. This also has implications for some of the comments that one of the speakers made this morning about wishing to go out to your school in the previous year. Of course, that's excellent and should happen as long as you know which school you will be appointed to.

1. The implications we saw in these basic considerations were: induction programs should be school-based with regional support. The approximate percentages of the time involved in the induction program are school-based 90 per cent of the time, but definitely with that regional support.
2. Further, we have to take into account individual strengths - this has already been emphasised - and individual timing. To return to our assumption, planning and documentation are simply essential. A report, including a number of check lists, has been prepared by the In-Service Section of the Department of Education already. One of our group members had a copy of that report. We saw that kind of documentation being made widely available as a real service to any induction program, as a springboard.
3. An induction program should be unobtrusive. Beginning teachers should not be highlighted or spotlighted unnecessarily. They are part of a co-operative working team, and any program that is followed should be one which is low visibility and seen as natural by the beginning teacher as well. The point was made that some beginning teachers are singled out by parents, simply on the basis that once they're identified as beginning teachers, parents are particularly wary of them, for no reason other than that it's their first year. And this should not be highlighted by the school unnecessarily. A subsidiary point was that unobtrusiveness is fine as long as the program still happens. It's great to be unobtrusive as long as the program doesn't disappear altogether.

4. An important implication for induction is that it is seen as part of a sequence. I think we all know the sequence suggested by the Bassett Report, the three years in college, the one year for the beginning and induction year, followed by further experience and a two-year part-time Bachelor of Education. So induction should certainly be seen as part of a continuing sequence of professional development.
5. A point stressed by a beginning teacher in our group was the apparent conflict between the principal's role as adviser and his role as evaluator. I suppose this relates to the buddy system; it would be important that the buddy, the experienced teacher helping the beginning teacher, should not be part of the evaluation program that forms the report on that teacher at the end of the year.
6. And finally, a controversial point. Some members of our group felt that sometimes the placement in classes wasn't ideal, even Years 3, 4 and 5 may not be the most suitable classes for a beginning teacher because of different teaching styles, small group styles or discovery learning styles in those classes.

RECOMMENDATIONS - GROUP D

1. Induction -
 - . General - to profession
 - . Specific - to a school.
2. Pre-service contribution -
 - . practical emphasis
 - . "reality"
 - . "assessment"
 - . screening of schools/teachers to reduce lottery.
3. First school experience contribution -
 - . screening - all "new" teachers, "rigid" teachers
 - . pre-experience
 - . common program plus individual
 - . full teaching responsibility with support, particularly by experienced teachers' involvement in "small group" planning/discussions, etc.
4. Theme -
 - . balance - direction, support for individual development.

REPORT - GROUP D

1. Briefly, we've looked at induction itself and we've decided that, in the broad sense, both the pre-service program and the school experience at the start of the teaching career contribute to induction into the profession. In addition, there is specific induction which is the transition into a particular school by a particular beginning teacher, a school with its own particular problems and concerns. We asked two questions. What can the pre-service program contribute to helping facilitate the general induction of teachers, and more specifically, how can it help bridge that gulf that continues to persist, apparently, from training into practical teaching?
2. Some of the points about how pre-service education can contribute. We talked about the practical emphasis that everyone wants, but can it be satisfied just by more practice? We felt that there were a number of things that could be done to improve the practical emphasis and the quality of it. One is by trying

to make it fit closer the reality of teaching. In particular removing the artificiality of always, over three years, expecting student teachers to follow completely the philosophy, style and so on of the supervising teacher. The end results of that can be very unfortunate. The emphasis on assessment, the feeling that for five hours a day, five days a week, student teachers are being assessed rather than learning to teach, and their worries about that preoccupy them to the detriment of their development. This can probably be improved only if some sort of screening system is introduced so that schools and teachers are carefully chosen and the effect of the practice teaching lottery is reduced.

3. Looking at the contribution that the first school experience can make to bridging that gap and easing the transition, again we mention the word screening. I don't think that it's fair, from a beginning teacher's point of view, that they have to go to any school in Queensland, regardless of the knowledge, that regional inspectors often have, that the school would be unsuitable for helping the beginning teacher make a successful start. We pointed out a couple of examples where, in some of the western schools, a new principal can arrive at a school to find that he, together with six or seven new beginning teachers, are going to run it. Any chance of a successful, first experience is pretty much reduced. Similarly, we didn't like the other extreme where the beginning teacher goes to a school where the new teacher is indoctrinated by a set of rigid people who don't give him any chance to develop any of his own styles or techniques. There certainly could be developed a common program that any beginning teacher could go through, including information on school policies, procedures, where to find the first aid kit and so on. All of these that are common elements in every school. But while these things are organisationally important, they are the least professionally important aspects of an induction program. But we felt it's impossible to develop a common professional program because it's going to depend very much on the individual students, some of whom have solved many of these problems before they become beginning teachers and others who haven't yet faced them.

We didn't feel there was any point in reducing the teaching responsibility as long as, of course, the support within the school is such that the beginning teacher can effectively carry it out. I think the people who are most against reducing it would be the students or beginning teachers themselves, who would feel they weren't being treated as people who have been training for three years to accept the responsibility. The support would come particularly from experienced teachers and by involving the beginning teacher in small group discussions: not whole staff meetings where policies or curriculum are to be discussed, but small group activities, either class group meetings or subject group meetings where beginning teachers can feel a little bit freer to contribute and learn from other people.

4. We finished up with a theme which concerns me very much. That is, we spend a lot of time in colleges trying to develop independent, individual fairly strong people who feel fairly confident in their own expertise. We are concerned that we tend to then send them out into a system in which there is a great big support structure holding them up. I think we have to be very careful to keep a balance between encouraging students to use their own individual strengths and not pretending that they're all weaknesses.

RECOMMENDATIONS - GROUP E

1. The three aspects of "induction" -
 - . pre-service
 - . "school" induction
 - . in-service

while they stand alone, need to supplement each other for the purposes of screening, as well as development ("screening" in a positive as well as a negative sense).

2. All respondents placed personal characteristics first and knowledge based aspects last. Can any induction program answer these perceived needs?
3. While there are common elements in any induction program, programs need to be designed to suit individual needs. (Process style of induction rather than program style.)
4. While "philosophy" was ranked lowly, the philosophy of a school permeates all that happens in a school and, in reality, is a pre-requisite to any "school" induction program.
5. There is not a great deal of difference or disagreement among the groups concerning qualities expected of beginning teachers.

REPORT - GROUP E

1. We looked at the three aspects of induction - pre-service, school induction, and in-service - in line with the Bassett Report. While they stand alone, they need to supplement each other for the purpose of screening as well as development. Now we talked quite a deal about screening. We didn't use it in only a negative sense, we also used it in a positive sense. That is, not only should we be looking for weaknesses in these three aspects of induction, but we should be looking for strengths. At pre-service level and at school induction level, the induction program should be aimed at trying to sort out strengths of people as well as their weaknesses.
2. I think if you look at Table 3.3, for the qualities within the top six rankings, it is doubtful whether an induction program can do anything about developing them. Now that's open to debate of course, but can an induction program do anything to improve general interest in and liking of children? Or enthusiasm in carrying out teaching role? Perhaps. Or commitment to teaching? Well, maybe. But patience and self control? Or willingness to accept advice and guidance? It seemed to us that the easiest things to build into an induction program were the items ranked the lowest in the list: ability to carry out administrative procedures, interest in pursuing further academic study (if you make people aware of the opportunities for advancement), and understanding the organisation of the Education Department. It seems that although perhaps the last one's a bit dubious, they are the easiest things to build into an induction program, whereas the ones at the head of the list seem difficult, if not impossible to build into it.
3. While there are common elements in any induction program, programs need to be designed to suit individual needs; the process of induction is the important thing, not the program. The program that's on paper has very little relevance, it's what goes on that counts.
4. The final point that I'll comment on deals with philosophy. While philosophy was ranked lowly, the philosophy of a school permeates all that happens in a school, and our group was of the opinion that philosophy or an understanding of philosophy of education should be a pre-requisite to any school induction program. Perhaps it's a matter of different perceptions of what's meant by philosophy that made people rank that down lowly. Maybe we perceived it to be something different from the respondents.

RECOMMENDATIONS - GROUP F

1. Reduction in complexity of the task of beginning teacher.
2. Continued induction in personal and professional areas.
3. Induction should be highly personalised.
4. Co-ordinator of the induction program.

5. Timing of induction process.
6. There are certain attributes which are considered highly desirable in a beginning teacher (i.e. personality seems to rate higher than knowledge).

REPORT - GROUP F

1. The first implication from the report was that a reduction in the complexity of the task for the beginning teacher could be considered. We felt that the beginning teacher had a lot of things to contend with in the initial stages of a teaching career and everything that could be done should be done to assist the beginning teacher.
2. We feel that continued induction is required in personal and professional areas.
3. Induction should be highly personalised, suiting the needs of the individual. We talk about the needs of the individual child and therefore we cannot disregard the needs of the individual beginning teacher.
4. We thought that there was an implication from the report for co-ordinator of an induction program in a school and various views were put forward. But the one that seemed to gain most credence was the one where a teacher on staff would be the co-ordinator. It was felt that the principal's role in assessment would not necessarily disqualify him, but it could be a factor militating against him if he were the co-ordinator of the induction program.
5. The timing of the induction process is important. The implications from the report were that there was some pre-service induction and there was a continuous induction period during at least first year and extending into subsequent years.
6. Another of the implications that we saw was that there were certain attributes which are considered highly desirable in a beginning teacher. If you look at the overall rank order of items you'll see that personality factors in a broad sense are rated higher than the knowledge factors. When we look at No. 1, the ability to communicate, then we look at interest and liking for children, enthusiasm, commitment, patience and self-control and so on - they were the ones that were considered most important. And as we moved down the list, we saw qualities like background of knowledge, knowledge of basic classroom management procedures, familiarity with curriculum guides and so on. So the overall implication here was that the personal characteristics were more important than knowledge in those areas. Now we don't say for a minute that knowledge should be neglected, but it was just a relevant fact from this information that the personality characteristics were considered more important than the knowledge characteristics.

RECOMMENDATIONS - GROUP G

1. Receiving schools must be carefully selected or accredited.
2. Induction should commence before teachers leave college, and continue at the school - orientation, CCPs etc; informal/formal; departmental.
3. Program should be flexible to adapt to needs whilst ensuring continuity - secondary experience; avoid repetition, contradiction; adaptation to assist individual problems, which change throughout the year.
4. Need to look ahead, particularly in classroom management, e.g. to cater for remediation or extension activities.

REPORT - GROUP G

We tried to determine firstly where the induction program should take place and secondly, when it should take place. We then tried to give some outline of the broad content that possibly could be contained in it.

1. Firstly, we were fairly keen on the idea of having some sort of accreditation for schools that could take beginning teachers to be inducted. We hope that these schools would be selected and the employing authorities obviously would need to be supportive as well as the teachers in the school. We felt that, while there might be some difficulties in this, it nevertheless could possibly be an improvement on the present system.
2. Within that second area of when it should take place, we felt that there was a possibility that it could begin at the end of the third college year or thereabouts, as has been done on a small pilot basis at Mount Gravatt, where some departmental personnel come into the college to give a pre-service orientation to beginning teachers covering a lot of what appear to us trivial points, but which nevertheless are fairly important to beginning teachers. When the induction program begins in the school, it can then concentrate on the more important areas such as classroom management and other such things. Within that we did feel that a lot of the concern that was expressed by beginning teachers about some of the items, such as CCP preparation, was probably the result of a confusion that had arisen from conflicting views between the colleges and the Department. This possibly could be best overcome by having a broad statement to present to beginning teachers at this seminar towards the end of the third year. This would then carry on in to the schools and we would endeavour to avoid any overlap with programs that had been begun earlier. We also felt that the orientation program, or the induction program, should not necessarily just be a totally formal one. There's obviously the need for informal discussion to continue within the school with various personnel to cater for individual problems that may arise throughout the year and in that way give the beginning teachers more confidence in the areas in which they felt they needed it.
3. The third point we made was that the program should be flexible to meet the needs of the beginning teacher, while ensuring continuity. One of our conference members had experience with the TIPS program in the secondary system and his experience suggested that it was too rigid. Possibly the provision of some sort of guidelines would be the optimum situation, from which could be developed programs to suit the needs of individual beginning teachers.

Before I make the last point, I'd better just make a note that we had on the suggestion by Bill Young about the possibility of lightening the load in some areas such as PE, Drama, Music and Art. There was a point made that, not surprisingly, beginning teachers, as shown in Table 2.12, didn't find these areas the most difficult to teach. So it was questionable as to whether there would be much gained from lightening these areas rather than some of the other areas.

4. The last point that we made was to do with actual interpretation of one of the points that was in the tables. This was concerned with classroom management. There was a need expressed from a number of beginning teachers in the group that classroom management did extend beyond simple control of the students, but possibly, hopefully, the induction program might include an opportunity for the teacher to get into such areas as catering for remediation or extension activities as they were necessary.

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RECOMMENDATIONS - GROUP H

1. Colleges communicate rationale of courses.
2. Development of position for a teacher to work with beginning and other teachers.

3. Establishment of guidelines.
4. Departmental involvement in pre-service.
5. Diminish concern with CCP and discipline - practical work prepared; support teacher.
6. Colleges teach why and how of CCP - schools do what?
7. Quality of induction - establishment of needs; supervision.

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REPORT - GROUP H

We started with the seven points that were made at the end of Bill Young's talk and tried to see how we could relate those to the report that has come out. Although the points that we have here may not relate directly to the seven points, we feel that we've tried to do that.

1. The first thing we looked at was the responsibility of the colleges. If there is going to be a fit between the induction programs in the schools and the needs of teachers, then there needs to be a communication engaged in by the colleges to make certain that the rationale of their courses and what they do at the colleges is known and understood by the schools. That may be a fairly tall order, but we felt that there is a responsibility on the colleges to make certain that teachers know what they are doing.
2. This has already been mentioned, but our group took the argument a little bit further and felt there was a need to recognise this position and that the teacher involved in the work with the beginning teachers be given some formal status within the school. We also felt that it should involve more than the beginning teacher and that this role within the school should go beyond assisting the beginning teacher. The teacher in this position should be able to help all teachers within the school.
3. We felt also that the establishment of the guidelines that have been mentioned should form the basis of the school's design. Schools should develop their own programs, but these guidelines may help to form some type of a common denominator.
4. We see the desirability of a much deeper involvement by Departmental personnel rather than just coming to the college for two or three days near the end of the pre-service course. We would hope that somehow or other it could be built in, at least in the last semester of the program, so that it becomes a fairly important part of the program and that it would be the beginning of the induction.
5. We felt that it was important, with the concern that was expressed in the report by beginning teachers with the problems of discipline and preparing CCPs, that the schools should prepare for them a program of work covering about the first month, that the teacher would then be free to use as he saw fit. This would take away a lot of the apprehension that the teacher has about the formation of the CCP and the development of the units of work. We would also see that there was at this time a need for the new teachers to be given all the support that can be given so that the problem with discipline would not loom so large in their minds.
6. We saw also the need for it to be established fairly clearly with the teachers that the role of the colleges was to give students the whys and the hows of developing the current curriculum program and that the real business of actually preparing the CCP had to wait until they got to the schools. This was the place where they could really develop the program because it had to meet the specific needs of the school and also of the children in that particular school.
7. Finally, we saw the need for quality in the induction program. In order for this to happen, it was important that the needs of the particular teachers be

considered. Another group has already mentioned this, that an induction program must be personalised. I think we were probably saying it in another way but I think it was exactly what we were saying. The quality of the supervision that was offered to the teacher also needed to be of high quality. It may be necessary in these cases for particular programs to be run to help the teachers to give good quality supervision. We saw the need for induction to involve not only the beginning teacher but the other teachers on the staff as well. The issue involved here was to bring the two closer together so that there was a good understanding and a good relationship developed between the beginning teacher and the experienced teacher.

RECOMMENDATIONS - GROUP I

1. Support school-based induction program.
2. Support first year meetings (approximately three per year) organised to promote interaction and give opportunity to share experiences. Planned by team.
3. Desirability of school induction program - well organised, catering for teachers' individual needs.
4. First year teachers in group had some reservation about relief from either administrative or teaching duties.
5. Function for new teachers and parents as induction into community.
6. Consideration given to year level choices.

REPORT - GROUP I

We felt that induction was on many levels - induction into the whole school system throughout the State, induction into a particular school and community, induction into a year level, and induction into a particular class.

1. We supported school-based induction programs.
2. We also supported first year meetings, and we thought that approximately three meetings a year where first year teachers are given the opportunity to share experiences. At these meetings, they can interact and tell each other what sort of problems they've been having and see that other people have problems similar to their own. We thought that these meetings would best be planned by all levels - the inspectors, principals, experienced teachers, beginning teachers.
3. The school induction program should be well organised and cater for the individual teacher's needs. It's hard to have a program that's set out in detail. It is something that needs to be discussed just between the beginning teacher and the principal or whoever is helping him.
4. The first year teachers in our group had some reservation about being relieved from either administration or some teaching duties. We felt that we would rather tackle the whole lot. It would depend on the situation, but in our cases, we felt that we would rather take full responsibility.
5. We thought that a function for new teachers and parents might be a way of inducting the teachers into the community in which the school was situated.
6. Consideration should be given to year level choices. We felt that the reason there weren't very many beginning teachers in Years 1 and 7 was through choice and we thought that opportunities should be given where possible for beginning teachers to choose the level in which they would feel most confident. It's very hard when a beginning teacher is placed in the middle of the school year because they just more or less have to fill in where the other teacher has

left; but, where possible, consideration should be given.

RECOMMENDATIONS - GROUP J

1. Classroom reality based pre-service - articulation between the training institution and the employing authorities; notion of realities (greater definition from the Board).
2. Role of the principal and authority relations.
3. Needs, wants and strengths.
4. Active response relationships.
5. Expanded meaning of the word induction.
6. Common denominators of any induction program.

REPORT - GROUP J

1. The first point refers to the appropriateness of the field practice experience that occurs in pre-service training and whether or not it sufficiently reflects "reality" in the sense that the kinds of emotional demands that it makes as well as the procedural demands are compatible with the kinds of things that actually go on in schools. The notion that the pre-service experience should more carefully articulate against the experiences that employing authorities typically consider as part of their planning arrangements is important. We wanted to draw a distinction there between the idea of pre-service in a purely one-to-one instrumental relationship with the Education Department, and the reality that the pre-service planning establishments have a relationship with several organisations. These include free schools, independent schools and so on.
2. The second point about the role of the principal has already been mentioned. The only amplification I would make is that we were interested in the idea of the way a principal defines his concept of authority and the way he makes it available. That is a peculiar social psychological point, but I think it's an important one.
3. A very important element that emerged out of our discussion was the question of elucidation of the concepts of needs and the concept of wants. There's an implicit suggestion in the report that needs in some way are independent of the social context. I think an implication of our discussion was that they're not, and that very often what's reflected in the kinds of data we've had presented to us is a fairly idiosyncratic view of wants rather than a realistic conception of needs. And therefore an implication of the report is that the concept of needs and wants requires fairly careful elucidation within the perspective of particular context.
4. Clearly, and I think it's emerged from much of what's been said already, for induction to be viewed as a valid concept, it must be considered in the light of the active response relationship that the incumbents of the induction engage upon. That is, that the beginning teacher is not a victim of circumstances; she can act in a purposeful and positive way, can make a contribution, a meaningful contribution, and that this can be responded to by the structure in which she finds herself. That activity notion is rather, I think, more useful, or potentially more useful than the passivity notion which may be construed as being partly implied by some of the suggestions in the report.
5. We felt quite definitely that the term induction requires a process whereby expanded meanings for it are generated in the various forums that are available, such as CAEs, the Education Department and so forth. Clearly it's a

generalised and a generalising term and it needs those expanded meanings before any significant actions can be undertaken.

6. And the final point, and it's plagiarising a colleague, but the suggestion was that what we need and what we can legitimately do is establish a set of common denominators, and I think that's a useful term, across a range of contexts. If we accepted contexts as a criterion variable, particularly school contexts, we could look for these common denominators which could then be extracted from these contexts and perhaps made available in some kind of generalised induction program. I think this is where the action part of this discussion proceeds from.

RECOMMENDATIONS - GROUP K

1. State-wide induction policy supported by necessary research. Individual schools still able to construct their own programs.
2. Implications for research -
 - (a) Characteristics of people running induction programs.
 - (b) Study to discover what skills are more appropriately developed in practising schools and in college (see page 10).
 - (c) Training procedures of other vocations (e.g. internship).
 - (d) Qualities required of practising school and supervising teachers.
 - (e) Types of system support for placement of beginning teachers.
3. There must be sequential development from pre-service through induction to in-service (e.g. emphasis on curriculum implementation, activity and time structuring).
4. Link to be established between pre-service and induction via co-ordinator - practising period teacher becoming responsible for school induction of beginning teacher.



REPORT - GROUP K

First of all, let's not forget that we've already got induction policies in most of our schools; that our regional directors and inspectors have been working hard at it for a couple of years at least; and that our present induction policies are a great improvement on what I experienced when I was inducted into the teaching profession. I hope that they are satisfactory for the future teachers. There's probably a great variety in existence at the moment, ranging from something like the one shown in the cartoon to the one that I went through many years ago, where I was indoctrinated: "There's the work program, there is your room opposite the principal's office, you will do as you are expected to do every minute of the day." I survived, somehow.

These are what we believe are the implications of the Board's research.

1. First of all, there should be a State-wide education induction policy supported by necessary research, but individual schools should still be able to construct their own programs.
2. Secondly, there were implications for research -
 - (a) Research into the characteristics of people running the induction programs within the schools. What sort of people should be running those programs?
 - (b) There should be a study to discover what skills are more appropriate, developed in practising schools and in the college. That was emphasised in that table on page 10, which suggested that 48.8 per cent of the beginning teachers regarded their best skill development as being on the job; the college, 7.4 per cent; practising school, 38.6 per cent. So I think some further research should be made in this area.
 - (c) We should look at the training procedures of other vocations and perhaps the idea of an internship for the beginning teacher would be sound. Something like five semesters at college, two semesters on the job, where the beginning teacher would move from lower level skills to the higher level skills required by a teacher.
 - (d) Research into the types of schools where beginning teachers should be placed. Should they be placed in two and three teacher schools or should they be placed into the bigger metropolitan schools? I think there was some diversity of opinion with regard to this question.
3. Thirdly, there must be sequential development from pre-service through induction to in-service. For example, there should be more emphasis on curriculum implementation and the necessary study of activity and time structuring within the colleges of education.
4. Fourthly, there should be a link established between the pre-service and the induction, using a co-ordinating practising period teacher who would also become responsible for the school induction of beginning teachers. Now that's impractical in lots of situations, but it could be done very well indeed in the practising school situation. By judicious use of the transfer system, perhaps those specialist teachers would also be very useful in other schools.

I'd just like to add a further point. Perhaps there should also be study into what should be in a school to make the induction program effective, not only the personnel but what sorts of information should be available to the beginning teachers provided by the principal in co-operation with his staff.

RECOMMENDATIONS - GROUP L

1. The effectiveness of an induction program depends on:
 - (a) initial college preparation;

- (b) quality of the school induction program;
 - (c) beginning teacher's commitment.
- (a) Initial College Preparations:
- Colleges are responding to the demand for school-focused programs.
 - There is a need for colleges to constantly review "teaching practice" periods to meet the needs of graduating teachers.
 - This practising school period is a joint responsibility to be shared by both the college and the school.
- (b) Quality of the School Induction Program:
- Induction should be a "team" approach - a part of co-operative school development:
- First 2-3 weeks, programs developed by experienced teachers on staff.
 - "Survival kit" for beginning teachers.
 - Progressive or staggered intake at the commencement of the school year.
 - Opportunity provided for a "transition" time or "hand-over" period.
 - Positive support for self-concept of beginning teacher is essential.
- (c) Beginning Teacher's Commitment:
- Contact with school on notice of appointment.
 - Visit school prior to assuming duties (notice would need to be sufficient).
2. System Support:
- (a) Money and staff to provide for hand-over period - important with respect to mid-year appointees.
 - (b) Possible pre pre-service experience as teacher aide.
 - (c) Block-release time for training teachers to enable greater continuous teaching experience - apprenticeships.
 - (d) Greater participation in induction by members of regional team, school team.

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REPORT - GROUP L

We see the induction process as a way of overcoming the problem of the transition between part-time superficial responsibility for a class to full-time full responsibility and that it should try to address itself to the problems inherent with that transition. We're rather concerned that in any kind of discussion about induction programs that there be no blame apportioned to any particular group and say it's their problem or it's only their responsibility.

1. For that reason, we believe that the effectiveness of any form of induction program depends upon the initial college preparation given to the beginning teachers, the quality of a school induction program, and also the beginning teacher's commitment to that induction program.
 - (a) There was considerable discussion about the idea of extending college preparation to the point of either adding a fourth year or re-arranging their pre-service programs. We are aware that colleges are already addressing the problem of modifying their teaching practice session to try to meet the needs that are coming from schools, and also to respond to demands that are coming from graduate students. And so we came to the point where we feel that the colleges are at this time working as well as can be expected but they do need to review their activities from time to time, that they can't be static or sit back complacently. We also feel that the practising part of any form of pre-service education is a joint responsibility, and to some degree induction starts in that period. So induction is part of the pre-service program.

- (b) As far as the quality of the school induction program is concerned, we feel that there are ways in which difficulties experienced by first year teachers or beginning teachers can be overcome. We addressed ourselves to the notion that induction should be a team approach, based upon a co-operative school development concept. For that reason we feel that some solutions are working, are being implemented already in schools, and are assisting the beginning teachers or the teacher entering the service after a period of absence or the teacher coming in mid-year. These are two to three weeks of program being prepared by experienced teachers on the staff and given to the beginning teacher, or the commencing teacher as one way of overcoming a little bit of the shock of coming in. Another alternative that is working in a number of schools is a survival kit of things like policy statements, preparation policies, and so on in the school. We felt that part of the problem that teachers who commence at the beginning of the year have could be overcome by a progressive or staggered intake of pupils into the school. Anyone who's been in a primary school first day back when all those Grade 1 children come (and I've been in the situation of having to jump fences and chase after them too) will know that it's a little difficult to give some time and support to a teacher who has just arrived to start at your school. We feel, though, that during the school year it should be possible to have a transition or hand-over period for teachers if they're coming in. It seems rather ridiculous that a teacher can finish on Friday afternoon and a new teacher start on Monday, without the two having met, whether that time is separated by a weekend, a couple of weeks or a holiday period. We do feel that any kind of induction program should offer positive support to self-concept for the beginning teacher. That is absolutely essential.
- (c) With regard to the beginning teacher's commitment, we feel, as has been suggested already, that there should be the possibility for contact with the school once they've received notice of appointment, or a visit to the school prior to assuming their duties. The implication for any kind of system support is that notice would have to be sufficient to let it happen. There are a large number of difficulties in that area that need to be addressed.
2. (a) As far as the system is concerned, money and staff would have to be provided if there is going to be a hand-over period.
- (b) There's a possibility of "pre pre-service" experience before students even undertake training as a teacher to give them work experience as a teacher aide or other support staff in the school.
- (c) Block release time, similar to an apprenticeship, could be one way of giving student teachers more experience in handling classes and assuming the full-time responsibility.
- (d) We feel that there should be greater participation, in any form of induction, by all members of the regional team and school team.

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REACTION TO GROUP REPORTS AND PANEL PAPERS

Bill Young

I don't know whether to feel honoured by being asked to speak twice, or whether it's a case of extracting a pound of flesh before returning me across the border.

I did not expect the feedback session from the mixed groups to be as thorough as they turned out to be. I'd prepared a few notes trying to pre-empt things that may have been overlooked. In fact, you have a much more comprehensive grasp of the whole of area of induction than I was led to believe, and it remains merely for me to highlight basic points that came out of those sessions; try to tie them up with what the panellists said earlier this morning, and suggest a preliminary recommendation that you might like to think about.

It seems there should be an articulated, planned approach to induction. There has been considerable consensus that if we're going to do anything at all in induction, it must not be a hit and miss affair. Many schools have made significant moves to accommodate the needs of people newly transferred on to those staffs. In some other schools, very little is done. This can't be left to chance. If we're serious about induction, we need to articulate, at a reasonably senior level, a planned approach, to write this into policy, and then somehow to mobilise this throughout the profession. This planned approach ought to reflect several things. These, in fact, have come from the conference today.

Any approach to induction should reflect pre-appointment visits to schools where possible. It should include a written induction policy in the school. A number of schools both here and overseas, pay a great deal of lip service only to induction. Schools can advance the kinds of things that would be effective, that have been seen elsewhere, but when you ask for a policy on induction, they have rarely written one down. This needs to be done. Schools ought to produce a statement concerning how induction is intended to take place within the school. This should indicate role allocations or responsibilities of particular members of staff.

These statements should reflect specific allocations of tasks to staff. It has been suggested today in group reports that a position or label could be applied to an experienced teacher on a school staff to give even more emphasis to the fact that we are serious about induction and we are doing something. I don't have particularly strong views one way or the other about this, but I do think a very clear allocation of various tasks, co-ordinating tasks, advisory tasks, consultative tasks, need to be allocated within a school. I don't believe that they rightly remain the prerogative of a principal.

The planned approach, should also embody beginning teacher meetings of some kind. Whether or not these are organised on a regional basis or in some other way does not matter. Beginning teacher meetings that I've attended over the last three years have one thing in common. Whether the particular papers, addresses or workshop activities that were conducted had any impact or not is beside the point. The value of these conferences, particularly if they were held in the first term of appointment, was in sharing experiences with others who were in positions similar to themselves. Beginning teacher meetings have been found to be most worthwhile.

We should closely examine the placement mechanisms for beginning teachers. I won't expand on this here; other speakers have done that quite satisfactorily. It may be that we have to leave arrangements as they are.

I come back again to a point that I made in the opening address. Beginning teachers should enjoy a more manageable set of initial teaching responsibilities. This could be achieved through reducing the breadth of syllabus that young beginning teachers teach, or through making less complex the tasks given to beginning teachers. Perhaps full teaching responsibilities with informed staff support would do. There are many different ways of accommodating this. You cannot show the beginning teacher a classroom, give him a piece of chalk, provide him with 33 children, and tell him your door is always open. Beginning teachers tend not to come through doors that are "always open". They close their own, pull down their blind, and try to survive without solving their problems at all. More importantly, they do not develop their initial teaching strengths either.

Finally we come to what I believe is the pivot of the whole area of doing something effective for teacher induction. This resides with the school principal himself. Irrespective of how sensitive a group of experienced teachers on a staff are to the needs of a beginning teacher appointed there, regardless of how seriously inspectors want to get in on the scene, lend an outside sympathetic ear, regardless of the work they've done in pre-service training, the written policies that regional offices may have, if the headmaster in a school is not particularly concerned about or empathetic towards the induction needs of beginning teachers, little will be done; or if it is, it will not last long. I believe the school principal is the key to induction: how it develops and what resources will be provided.

One recommendation from this conference could be: "That a pilot induction program be mounted on a restricted basis for 1981." Queensland has been examining induction now for some years. You have a policy statement for primary, and the TIPS documents for secondary. The profession is sufficiently au fait with research findings in this area, from work in other states and overseas. A pilot induction program should be mounted on a restricted basis for 1981 for a number of beginning primary teachers. This program should be closely monitored throughout the year, and an evaluation report on its effectiveness be provided for the Board after one year of operation.

In conclusion I would like to congratulate the group for the work done today, putting together the Board's findings with your own idiosyncratic beliefs in the area, and for the co-operation you've achieved with people from different parts of the profession. My only regret is that this has taken place at Bardonia, rather than at the Raywood In-service Centre in South Australia.

PLENARY SESSION

In the final session of the conference, participants discussed the day's proceedings and possible further action on induction. While it was intended that the conference would formulate recommendations for making induction more effective, participants agreed that it would be difficult to encapsulate the entire day's proceedings in a small number of recommendations. Instead, it was thought that the Board of Teacher Education should examine the conference proceedings in detail and distil the recommendations from this analysis.

There were, however, a number of ideas which were raised and discussed in the plenary session. A summary of these is given below.

- A number of existing schools in Queensland should be developed into training schools. All beginning teachers would spend their first year of teaching in these schools. On the other hand, it was argued that schools which did not have beginning teachers appointed to them would be deprived of the positive contribution which beginning teachers can often make to a school.
- While a large number of schools in Queensland had written induction programs, these had not been monitored for effectiveness. Indeed, many of these "induction" programs could be regarded more as "orientation" programs. The major emphasis of some of these programs was telling new teachers where to draw stock from, the school policy on parent interviews and so on. Programs of this type were normally conducted during a few days at the beginning of the year.
- It was important that induction be seen as a phase in the development of vocational teaching competencies of the new teacher. It involved interventionist strategies on the part of those people in the schools working with the beginning teachers. This would include observing and analysing the classroom behaviour of beginning teachers, holding discussions with them, and providing feedback which would allow new teachers to become better classroom practitioners.
- While a certain amount of supervision of beginning teachers would be necessary, it was important that those responsible for the supervision were seen by the beginning teacher as supportive, rather than as posing a threat. Careful consideration would need to be given to the development of appropriate skills in these supervisors.
- Induction programs must be related as closely as possible to the pre-service program. Induction programs should take account of the particular strengths and weaknesses with which each individual comes into the school.
- The areas of responsibility of colleges and schools should be clearly delineated, that is, which qualities should be developed in the pre-service program and which should be developed in the school.
- The Board of Teacher Education could be seen as a catalyst in the development and implementation of more effective induction. It could do this by recommending to the Department of Education and other employing authorities that a support service be established and made available to schools to which beginning teachers were appointed. It might also play a role in organising working parties of staff in teacher education institutions, school staff and beginning teachers to consider the desirable ingredients of effective induction programs.
- Several sources of information, in addition to the Board's own research and the conference proceedings, could be examined to provide guidelines for induction. These included the 1978 Review: Teacher Education in Queensland (the Bassett report), the report of the National Inquiry into Teacher Education, and written statements of both Australian and overseas induction programs. Case studies of exemplary induction programs currently being put into practice in Queensland schools could also be undertaken.
- An induction kit could be produced for use by employing authorities, principals associations and individual schools. With these kits, and possibly with the

assistance of speakers provided by the Board of Teacher Education, employing authorities, principals' associations and schools could develop induction programs to suit their own needs.

In response to the suggestion made at the plenary session, the Board's Teacher Education Review Committee has examined the record of the conference proceedings in detail and the recommendations which the Committee sees as emerging from the conference are presented below.

RECOMMENDATIONS ARISING OUT OF INDUCTION CONFERENCE

The conference endorsed, as basic principles for the induction of beginning teachers, the following recommendations of the 1978 Review: Teacher Education in Queensland (the Bassett Report):

Recommendation 17:

Systematic schemes of induction need to be planned and implemented in all schools where there are beginning teachers as an essential phase of teacher development. The induction period should be accepted as the first critical quality control phase of in-service education.

Recommendation 18:

The induction of beginning teachers should be primarily the responsibility of the school itself. Assistance from outside the school in authorising action, providing resources and advice is also necessary, but this should be supportive and supplementary.

Recommendation 19:

Care should be taken by schools in planning the induction of beginning teachers to relate it as closely as possible to their course of training, and to approach it as an integral part of the three phase structure of diploma-induction-degree. To achieve this a close relationship between the training institutions and the schools should be established.

Recommendation 20:

School induction programs should provide a variety of forms of assistance to the beginning teacher which supplement his background knowledge with information of a specific kind relating to the school and its community, which capitalise on his previous training, and assist him to deal in a practical way with class management, curriculum planning, teaching method, and other facets of his teaching. The school should also protect him from unreasonable demands, encourage him, strengthen his confidence and satisfaction in his work, and respect his personal style.

In so far as it applies to the induction of beginning teachers as well as the continuing professional development of all teachers, the conference would also support -

Recommendation 26:

Improving the effectiveness of each school should be a priority objective in the planning and implementation of in-service education.

From these basic principles, from the results of the Board's research and from the group and plenary discussions during the conference, the following conclusions emerged.

1. Policy on Induction:

- (a) Policy statements should be prepared by the Department of Education and other employing authorities as a basis for school-based induction programs.
- (b) Induction should be seen as a phase of the continuing professional development of the teacher. It should be articulated with the pre-service preparation of the beginning teacher and with the further formal studies which are expected to follow.
- (c) Each school should formulate its own written induction program with a clear allocation of tasks to members of staff. In most cases, it will be desirable for a staff member other than the principal to be appointed as the co-ordinator of induction in the school.
- (d) Induction programs should be highly personalised, providing support for the individual beginning teacher's professional development, capitalising on his strengths and catering for his particular needs.

- (e) School induction programs should recognise the need for induction into the profession, into the school and into the school community.
- (f) School induction programs should include provision for the preparation of staff members for the induction of beginning teachers.
- (g) School induction programs should be supported and monitored by employing authorities.
- (h) Regional conferences for beginning teachers should be arranged each year primarily to allow them to meet and share their experiences and discuss their problems.

2. Articulation with Pre-Service Preparation:

- (a) Employing authorities, schools and teacher education institutions should consult and collaborate so that institutions can prepare beginning teachers for the reality of the classroom, so that schools can make effective use of the strengths of beginning teachers and so that both institutions and schools can foster the idealism and professional integrity of beginning teachers.
- (b) Collaboration and mutual understanding between teacher education institutions and schools would be enhanced by the secondment of experienced teachers to the staff of the institutions and by the involvement of teacher educators in schools at both the classroom and curriculum development levels.
- (c) Extended periods of continuous classroom experience not associated with assessment should be provided during the pre-service phase of teacher education.
- (d) Practice schools and supervising teachers should be carefully selected to ensure that the student teacher's school experiences are a meaningful preparation for his future teaching responsibilities.
- (e) Opportunities for classroom observation or for experience as a teacher aide should be available for anyone planning to enrol in a pre-service teacher education program.
- (f) Inspectors and other representatives of employing authorities should provide student teachers in their final year with information and advice about the nature of their education systems and the students' employment prospects within them.

3. The Initial Placement:

- (a) Systems and schools should endeavour to reduce the complexity of the beginning teacher's task by such means as -
 - (i) appointment to schools which are known to be supportive in their approach to induction;
 - (ii) avoiding the appointment of an excessive number of beginning teachers to one school;
 - (iii) avoiding allocation to large classes or to classes which contain children with learning difficulties or behavioural problems;
 - (iv) taking account of the beginning teacher's subject or grade preferences and of his particular strengths and interests;
 - (v) providing for a hand-over period with the beginning teacher's predecessor where possible;
 - (vi) giving sufficient notice of appointment to enable the beginning teacher to spend some time at the school before taking up duty.
- (b) Given such a reduction in the complexity of the beginning teacher's task, and the provision of professional support by other teachers, most

conference participants did not favour any reduction in the class contact time of the beginning teacher.

4. The Nature of School Induction Programs:

- (a) Induction programs should involve the whole school staff in providing positive support for the beginning teacher and for his self-concept.
- (b) Induction programs should be flexible in timing, duration and organisation to meet the individual needs of each beginning teacher but should be based on careful planning and documentation.
- (c) In preparing induction programs, schools should consider such aspects as:
 - (i) a pre-appointment visit;
 - (ii) a letter of welcome;
 - (iii) a handbook of information about the school, its policies, its objectives and procedures, and the community it serves;
 - (iv) pupil-free staff days in January;
 - (v) the preparation of the first month's CCP by an experienced teacher;
 - (vi) the allocation of an experienced teacher to work with each beginning teacher;
 - (vii) the designation of a particular staff member (other than the principal) as a co-ordinator of induction in the school;
 - (viii) involvement of beginning teachers in small group discussions as well as general staff meetings;
 - (ix) the allocation of specific times for induction activities;
 - (x) the need to avoid undue interruptions to the normal teaching program of the school;
 - (xi) the involvement of parents and other community members;
 - (xii) the preparation of the whole staff for the induction of beginning teachers.

5. The Importance of School Climate for Induction:

- (a) The philosophy of the school permeates all that happens in the school and a sound philosophy is thus a prerequisite for an effective induction program.
- (b) While the school principal has the key role in the development of a sound school philosophy, this process requires extensive co-operation amongst all teachers at a professional level.
- (c) If the school has a sound professional philosophy, induction will occur as part of the normal life of the school rather than as a necessary addition to it.
- (d) The principal, in particular, must be knowledgeable about, informed about, concerned about and empathetic towards the needs of beginning teachers.
- (e) An active response relationship must be developed between the beginning teacher and other staff members so that the beginning teacher can make a meaningful contribution to the life of the school and the school can capitalise on his contribution.

6. Suggestions for Future Research:

- (a) Information concerning existing induction schemes should be gathered and their effectiveness monitored. (This might encompass reporting by schools of their induction programs, and surveying beginning teachers concerning their induction experiences.)

- (b) Case studies of induction in selected schools.
- (c) A pilot induction program should be conducted in a number of schools. The pilot program should be monitored and evaluated and a report on its effectiveness should be made to the Board of Teacher Education.
- (d) There should be a continuing review of practice teaching to monitor its effectiveness in meeting the needs of beginning teachers.
- (e) Any induction policy should be supported by research into such aspects as -
 - (i) the desirable characteristics of persons conducting induction programs;
 - (ii) the identification of those skills developed more appropriately in schools than in teacher education institutions;
 - (iii) induction programs in other vocations (e.g. internships);
 - (iv) the qualities required of practising schools and supervising teachers;
 - (v) types of system support for placement.
- (f) A survey should be undertaken of the use made by schools of the Primary In-Service Committee's Booklet on Induction.
- (g) A study of the extent to which beginning teachers possess the qualities identified as important in the Board's research.

7. Follow-up Action by Board of Teacher Education:

In addition to drawing out and publishing the conclusions of the conference, the Board of Teacher Education should -

- (a) undertake an analysis of existing induction programs, which could be made available, with the results of the Board's research, to principals, teachers associations and employing authorities;
- (b) hold regional conferences on the results of its research and its analysis of existing induction programs;
- (c) recommend to employers the formulation of policy statements on induction and the provision of support for schools in implementing induction programs.

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